

THE **DEAF** AMERICAN

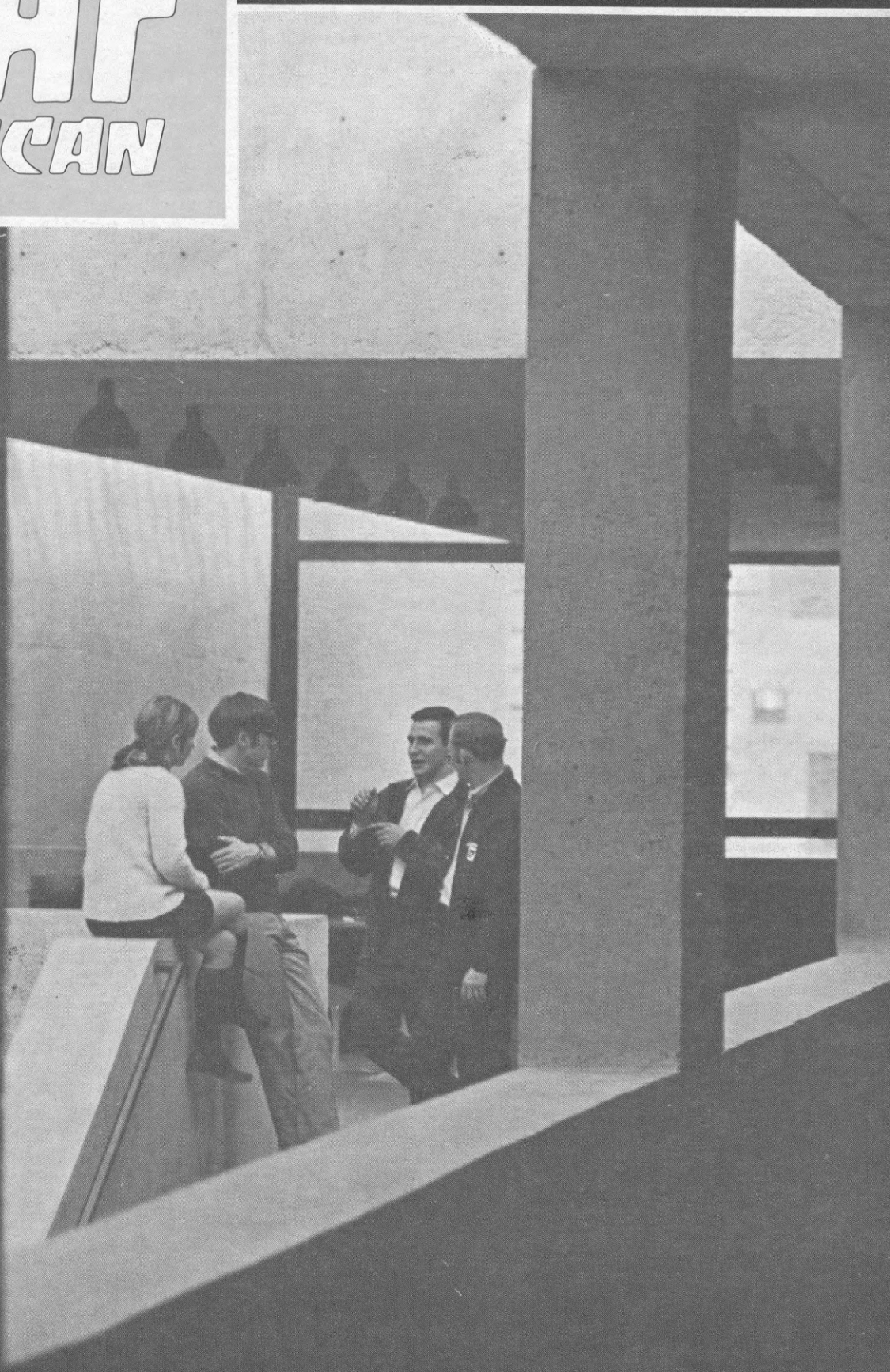
Momentus Breakthrough:

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

THE NATIONAL MAGAZINE FOR ALL THE DEAF

**April
1969**

50c Per Copy



The Editor's Page

NTID Guest Editorial: Dr. D. Robert Frisina RIT Vice President for NTID

During the past 24 months those associated with the organization and implementation of the National Technical Institute for the Deaf have been busy in their efforts to translate the ideas of NTID into reality. The reality of enrolling 70 students last September was an important event in the history of NTID. These eager young men and women have been a credit to themselves and to the deaf they represent.

Deaf students have been introduced to a new campus—new in terms of classrooms, laboratories, shops, studios and the like and—new in terms of this campus which has more than 4000 full-time hearing students in attendance. In September 1969 it is planned that a new group of some 200 students will join the deaf students already here.

NTID faculty and staff are using much space on Rochester Institute of Technology's new campus which was planned for other RIT uses. As most of you know, RIT was selected as the institution of higher education that would be responsible for the administration of NTID. Architects are now working on the drawings for NTID construction. We hope these new buildings will be started in the spring of 1970 because they are very much needed in order that the full responsibilities of NTID can be met.

NTID has as its most important purpose the direct employment of students upon completion of their educational programs. These programs will be flexible and broad enough to include a basic remedial opportunity, a supplementary curriculum of the social sciences and humanities and a technical science curriculum leading to a broad range of occupational choices.

In addition to serving as a practice teaching center for the training of teachers, instructors and rehabilitation counselors for the deaf, NTID will serve as a research facility for the study of educational problems of the deaf. NTID will be an excellent proving ground for the development of new educational techniques that can be applied to all programs where

deaf children are taught.

The ways in which NTID is being organized and operated are described in part in this issue of THE DEAF AMERICAN. We are happy for the opportunity to share with all of you some of the new opportunities being created for young deaf men and women of America.

Some of you might feel this is coming too late; that these programs should have been available for deaf persons many years ago. It is doubtful that many people would disagree with that. Yet I would like to say that NTID at this time is only in part a reality. True, students are enrolled and being provided an excellent education; still, NTID is only a promise. Financial support for the program exists in a form which still needs translation into the realities of bricks and mortar, personnel and the full range of educational services required for successful occupational preparation by large numbers of deaf students.

NTID is fortunate to be associated with Rochester Institute of Technology which has a long and successful history in preparing young men and women for direct employment upon graduation. This background coupled with the diverse talents attracted to NTID make for an exciting future for deaf and hearing students at RIT. New knowledge gained from the NTID experience should be useful to all in the education of the deaf as well as to those in the education of non-deaf students.

Many of you readers have become familiar with NTID through service on the National Advisory Group for NTID, through service as faculty and staff of NTID and through visits to NTID. We encourage and invite more of you to do so should you be able. Perhaps after the new buildings are completed and the program is in full operation you may wish to have your National Association of the Deaf convention in Rochester.

In the meantime NTID welcomes your good will and support in its development of new educational and occupational opportunities for deaf youth of America.—D.R.F.

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APRIL, 1969

'Fantastic' New Vaccines To Eradicate German Measles-Induced Deafness In Future

By ROBERT L. SWAIN, JR., Associate Feature Editor

In a spasm of unlashd fury, like a dormant volcano suddenly roaring back to life again, the 1964-65 German measles (rubella) epidemic tore through the nation, killing and maiming babies whose mothers had had the bad luck of catching the contagious disease during the first 12 weeks of pregnancy. The rubella scourge—referred to in medical circles as the severest of its kind in a generation—brought heartbreaking despair to thousands upon thousands of parents by inflicting serious physical defects, including deafness, upon their surviving babies.

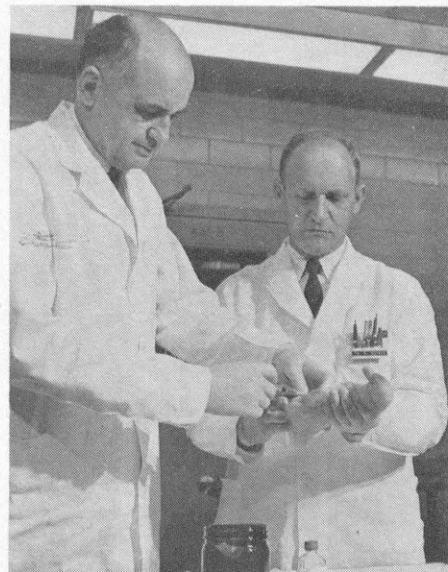
Practically all the afflicted babies are of preschool age today or will reach that stage in 1970. An appallingly large number of them require special education and extensive, costly training.

The epidemic's widespread havoc led to the mobilizing of forces by medical research, the Federal government and the giant pharmaceutical industry in a massive hunt in their laboratories for an anti-rubella vaccine. Now brilliant victory is at hand, with the new vaccines soon to be introduced for general use, possibly as early as this April and with full production slated in the fall. The good news was one of the encouraging reports that generated excitement at the recent International Conference on Rubella Immunization in Bethesda, Md., held under the

sponsorship of the National Institutes of Health and New York University.

The new vaccines, bound to eradicate rubella-induced deafness in the future, have been described by scientists—a breed known for super-caution—as simply “fantastic” with “unheard of results.” This verdict was gained from observation of field tests of school children and adults held at nine locations in the United States to evaluate the efficacy of two kinds of German measles vaccines for the National Institute of Allergy and Infectious Diseases, preliminary to government licensing. In one test in the Princeton School District outside of Cincinnati, Ohio, more than 1200 children were vaccinated under the direction of Dr. Gilbert M. Schiff, associate professor of medicine at the University of Cincinnati and director of its Virology Laboratory at Christ Hospital Institute of Medical Research. He said, “Both vaccines are fantastic, with very little reaction. Based on our study, they both are effective and are safe for use in children.” Significant is the fact that the girls vaccinated in the mass tests will have protection against rubella when they reach child-bearing age.

Two types of German measles vaccines were used in the Princeton School District trials, both previously tested by Dr. Schiff in studies with volunteers from the Leb-



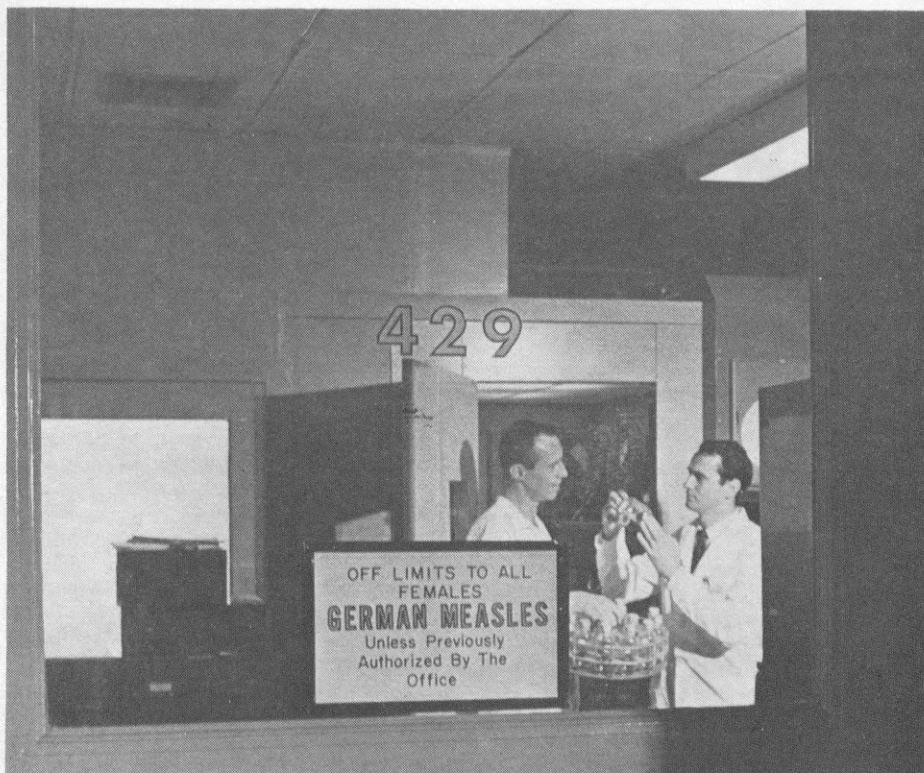
Dr. Maurice R. Hilleman, executive director of virus and cell biology research, Merck Institute for Therapeutic Research, co-developer of a German measles vaccine strain grown in a duck embryo cell culture, is seen injecting rubella live virus into a duck.

anon, Ohio, Correctional Institute. They were the Cendehill rabbit kidney vaccine and a dog kidney adapted vaccine. One was given to 626 children; the other, to 632. One of the vaccines produced immunity in 98.9% in one group; the other, in 99.2%. The Cendehill strain takes its name from a place in Belgium and originated in Europe. There is also a Cendehill monkey kidney vaccine.

Another kind of German measles vaccine utilizes the HPV-77 strain which was isolated by the Division of Biologics Standards of the National Institutes of Health. Merck & Co. of Rahway, N.J., one of the nation's leading pharmaceutical manufacturing houses, grows this strain in a duck embryo cell culture system developed by Dr. Maurice R. Hilleman, executive director of virus and cell biology research for the Merck Institute for Therapeutic Research in West Point, Pa., and Dr. Eugene B. Buynak, also of Merck.

In a field testing of over 18,000 children and adults, the Merck German measles vaccine provided immunization in more than 95% of those vaccinated. The vaccine can be administered routinely in children beginning at age of 12 months and in teenagers up to 17. Another new vaccine, using a rubella strain called RA 27-3, has been developed by Wistar Institute of the University of Pennsylvania and is being tested.

Merck is believed to be the first drug firm to submit its German measles vaccine to the Federal government for licensing and approval, which is expected to come this April. Full production is scheduled by the company to start in the fall.



OFF LIMITS TO ALL FEMALES—“Unless Previously Authorized By The Office,” warns this sign at a Merck & Co. laboratory making the firm's anti-rubella vaccine. Merck is believed to be the first drug manufacturing house to submit its new German measles vaccine to the U.S. government for approval and licensing.



Youngster cries as he receives the new German measles vaccine in a field test.

Another pharmaceutical manufacturer, Philips Roxane, a subsidiary of Philips Electronics & Pharmaceutical Industries Corp. of New York (renamed PEPI Inc. this year), has developed its own modified live virus German measles vaccine, derived from the HPV-77 strain, and has applied for Federal licensing. Philips Roxane anticipates licensing will be forthcoming this year. Still working on their vaccines are Smith Kline & French Laboratories of Philadelphia which uses the Cendehall strain and Eli Lilly & Co. of Indianapolis. It is not known yet when they will submit their vaccines to the National Institutes of Health's Division of Biologics Standards which has full responsibility of passing on the merits of vaccines prior to licensing.

Do the new vaccines protect the pregnant woman against rubella? No. They cannot be given to her because she may come down with the disease from the live virus in the vaccine with potentially grave consequences to the fetus. A woman infected with rubella during the first month of pregnancy runs a 50% risk in producing physical defects in her unborn baby. The danger becomes less during the second and third months of pregnancy, but still severe enough to cause extreme anxiety.

However, research is being conducted on the prophylactic use of gamma globulin in offering short-term protection against rubella in the unvaccinated pregnant woman. Dr. Schiff said that current studies at the University of Cincinnati Medical Center indicated that the rubella virus can be "stopped cold"—at least temporarily—in persons given a sufficient dose of gamma globulin.

Physicians at the medical center plan to investigate the possibility that prophylactic use of gamma globulin may protect pregnant women who are susceptible to rubella and who cannot be vaccinated because of the danger to the unborn child. Previous studies have indicated that gamma globulin modifies the disease in the mother, but the fetus is not immune

and is liable to develop severe anomalies.

Health authorities are particularly anxious that some kind of protection for the expectant mother be devised as soon as possible because many medical experts agree that the next nationwide rubella epidemic is expected to occur in 1970 and 1971, or may come sooner. One authority pointed out, "The disease seems to peak in the six-to-nine year cycle." But other virologists, including Dr. Saul Krugman, chairman of the international conference on rubella, doubt that the U.S. will witness a major rubella conflagration this year or next.

Because of the optimistic progress in the rubella prevention picture, the U.S. Department of Health, Education and Welfare reported in January it may request an appropriation of \$26 million this year and in 1970 for a nationwide program to immunize millions of preschool and school children against German measles. A major five-year program is reportedly under consideration by the U.S. government to commence as soon as the vaccines are officially approved and licensed. Under such a project, as many as 70 million American children might receive the vaccine.

In order to speed up public health immunization programs, scientists have devised a method of combining German measles vaccine with vaccines against mumps and regular measles in one dose. Clinical studies have proved the effectiveness of inducing protective antibodies against all three diseases with a single injection.

To grasp the dramatic significance of the new German measles vaccines that promise to stamp out the destructive disease in the years ahead, one only has to recall the 1964-65 rubella epidemic which, in its disastrous wake, caused the births of between 30,000 and 50,000 deformed babies. It is estimated that perhaps the contagion was responsible for killing 15,000 unborn babies. About 5,000 babies who were born did not survive early infancy. There are approximately

30,000 survivors, about 15,000 of whom are deaf or have varying degrees of hearing impairment, in addition to other physical handicaps.

Now reaching preschool age, these children are taxing the facilities of special schools throughout the country. This was pointed out in a recent New York Times survey conducted by Richard D. Lyons, which revealed that schools for the deaf and handicapped in the greater New York City area are becoming overcrowded in face of the overflow of rubella-deafened preschoolers.

The Times cited principals of schools for the deaf and other special schools in the metropolitan area as saying they have many more applicants than places in their respective institutions. For instance, the 102-year-old Lexington School for the Deaf, which last year moved into its \$10 million facility in Jackson Heights, N.Y., was reported by the Times as having "a waiting list a mile long." The school currently has 135 children under the age of six in preschool classes, "more than double the number of two years ago."

Calling public attention to the growing seriousness of the school situation throughout the nation, Dr. Donald Calvert of the Federal Bureau of Education for the Handicapped gave the estimate to the Times that only 100 children, deafened and blinded both by the 1964-65 rubella epidemic, "are appropriately placed in the country, yet the total number of such children needing help is 1,600." He added, "Facilities are very tight and the situation is going to worsen because of the rubella epidemic."

True, several of the nation's schools for the deaf are making earnest attempts to meet the tidal wave of children with rubella-caused deafness. Clarke School for the Deaf in Northampton, Mass., for one, opened its new Preschool Center last September to meet the special educational needs of some of the children born following the 1964-65 rubella flareup.

The school crisis is particularly acute in New York State where 500 children deafened by rubella were reported by the Times as being unable to get into special schools due to the lack of facilities to handle the record surge. To give an idea of how desperate the parents of these children are, the Times told of the nearly year-long campaign of a Brooklyn, N.Y., father in getting after public officials from Governor Rockefeller on down before his rubella-deafened son could be placed in a special class. The weary father, grateful that his time-consuming efforts were finally successful, however wonders about the thousands of preschool deaf victims of rubella who are unable to be admitted to special schools, the Times reported.

The newspaper mentioned an experimental preschool training class for 10 children with rubella-caused deafness at Bellevue Hospital, New York City's largest hospital. There they are fitted with special hearing aids to make them aware of sounds so they could connect them with



The manufacture of the new German measles vaccine requires the strictest control conditions. Here a laboratory technician applies the rubella live virus into test tubes.

speech and be trained in lipreading. The manual alphabet is taught if the tots cannot hear at all or are unable to learn to speak.

In emphasizing the severity of the injury done to babies born to women who contract rubella during early pregnancy, 37-year-old Dr. Louis Z. Cooper, director of the Rubella Birth Defect Evaluation Project at Bellevue Hospital and an associate professor of pediatrics at New University Medical Center, estimated, in an interview with the Times "that 50 of every 100 children born with rubella-induced birth defects have hearing problems, including 20 who would also develop brain damage or behavioral disturbances. In addition, 20 children will have both hearing and sight impairments, and five to ten others will be so seriously handicapped that they must be permanently institutionalized." Dr. Cooper placed "at almost \$3 billion the cost of education, training and institutionalizing the children handicapped by the 1964 rubella epidemic."

Washington has not been caught napping on the nationwide problem of aiding handicapped preschoolers with special education and related services. In the last two years Congress has passed two acts for that purpose. But, according to the New York Times, "Yet only \$2 million has been appropriated to help plan facilities yet to be built and expand those already in operation. The appropriation works out to 40 cents for each handicapped child in the nation."

The Handicapped Children's Early Education Assistance Act, signed into law by retiring President Johnson, provides for the establishing of 75 to 100 model programs designed to develop successful approaches in assisting handicapped children of preschool age. For practical purposes, the legislation defines handicapped preschool aged children as hard of hearing deaf, speech impaired, mentally retarded, visually handicapped, seriously emotionally disturbed, crippled or other health-impaired children.

Foreign News

By Yerker Andersson

Europe—On November 10, 1968, the European teachers of the deaf formed their own association in Brussels. Their next convention will be held in November of this year.

The picture of a Pueblo crew, mistakenly assumed to spell H-E-L-P in the manual alphabet, was shown or reported in a number of European journals for the deaf. This is unfortunate since the members of this crew were in fact making an obscene gesture.

Great Britain—Dr. M. Rodda termed the International Research Seminar on the Vocational Rehabilitation of Deaf Persons, conducted by the National Association of the Deaf, as an "enjoyable, stimulating and thought provoking" one. He gave a summary of the research seminar in *Hearing*, Vol. 23, No. 10.

Norway—Oslo Doveforening, the oldest club for the deaf in Norway, reached its 90th birthday last November. It now has 400 members and owns a building in Oslo and a recreation home outside Oslo.

The Norwegian Association of the Deaf plans to build an adult education school costing one million dollars. This school will offer two programs, the one on personality development or precollege courses and the other on long or short adult education courses.

Sweden—The Motor Club for the Deaf "Viking" made the following 10 rules:

It was an observant Australian pediatrician who, in the 1940s, first detected the link between rubella in the pregnant woman and birth anomalies in her baby. The physician was Dr. Norman Gregg, who was later knighted in grateful recognition of his remarkable detective work by the British government. He died in 1966, the Grim Reaper robbing him, by three years, of the pleasure of witnessing the introduction of the new German measles vaccines.

The original Australian group of 50 babies who were diagnosed as having rubella-caused birth defects are now adults. Most are at least partly deaf; many have other physical handicaps. Happily, a number have made satisfactory adjustments. Included in the original group are a mechanical engineer, a commercial artist, machinists, welders, typists, housewives and mothers. A study of this contingent of 50 was recently made by the Children's Medical Research Foundation of the Royal Alexandra Hospital in Sydney, Australia, partly as a memorial to the late Sir Norman Gregg. It was undertaken 25 years after the 50 patients were originally diagnosed as having rubella-originated handicaps.

Although it literally staggers the imagination when one considers the herculean task that must be done to help the hapless victims of the 1964-65 epidemic, the appearance of the new German measles vaccines this year gives every assurance that the disease will eventually be conquered.

1. A Viking driver is careful and friendly in the traffic.
2. A Viking shows consideration and good judgment.
3. A Viking obeys the traffic rules.
4. A Viking accepts the traffic difficulties good naturedly.
5. A Viking helps others on the road.
6. A Viking stops at the intersection to yield the right way to pedestrians.
7. A Viking does not prevent others from passing.
8. A Viking does not violate the speed limit.
9. A Viking does not litter over the road.
10. A Viking considers safety first.

The American Electrowriter (Victor) is now used by the Swedish Association of the Deaf. The association hopes that with government grant more deaf persons will have their own Electrowriter sets.

The government-owned radio and television company made a survey of the deaf's TV-habits and found that the language of signs or subtitles should be used on TV and that watching TV seems more popular among the deaf than the hearing.

Last year I attempted to make a survey of the journals for the deaf in the world. Questionnaires were mailed to 27 official organs of national associations of the deaf. The result was rather disappointing as only 8 out of these 27 journals responded; however, some data are given here.

Four journals reported the subscription of the journal is included in membership fees while the others charge in another way. Only one is given free to the members.

While quite a few journals are issued weekly (Italian) or biweekly (Norwegian and German), most of the responding journals are issued monthly. Almost all of the journals sell over 1,000 copies but the Russian journal claims to have printed over 40,000 copies every month.

Feature news, local or club news and sports news are the most frequently used characteristics of the journals for the deaf. Interestingly enough, national news belong to those less frequently (less than 10% of the total journal content).

Only two journals have full-time editors. The Russian journal reports 14 salaried positions but did not say whether they were full-time. (Unfortunately the Russian journal did not fill the questionnaire but gave the answers in form of a letter instead.) As expected, all of the journals have full-time or part-time other positions such as advertising manager. The authors of articles published in journal are paid by only four journals.

The problems frequently cited by the editors were financial difficulties and the scarcity of reporters. But one of the responding journals said that "the editor also must sleep"! Only two journals are printed at a printshop owned by the national association of the deaf while two others at a printshop privately or jointly owned by the deaf. The others are printed by commercial printers.

Second COSD Forum Draws 200 Participants

Sparked by actress Nanette Fabray and a group of outstanding speakers, the second annual forum of the Council of Organizations Serving the Deaf was enthusiastically received at Hotel Monteleone in the fabulous French Quarter of New Orleans, February 19, 20 and 21. The Council is composed of 17 national groups providing a diverse range of services to the deaf and hearing-impaired people of this country and Canada.

Nearly 200 individuals participated in the three days of presented papers and dynamic group discussions centering around the unique theme, "The Deaf Man and the World." Representatives from the disciplines of rehabilitation, audiology, psychology, education, religion, hearing and speech and other areas including deaf leaders and parents of deaf children, shared their views and thinking as they explored the four basic elements of work, play, love and prayer—in relation to the everyday living realities of deafness.

Robert G. Sanderson, Utah Division of Vocational Rehabilitation, Salt Lake City, discussed "gut-issues" in his keynote talk at Wednesday's opening ceremonies. Himself profoundly deaf since preteen years, Sanderson observed "The deaf man is the most poorly prepared of all the products of the United States educational system, worse than the Negro dropout, the poor white coal country boy, or the Puerto Rican transplant in the Bowery." The most important thing in life to a man, he noted, has neither substance nor form, "but is as real as the air we breathe: the self-image." In his perceptive and penetrating down-to-earth talk, the experienced keynoter covered the need for ego-nourishment of the young deaf child as a deaf person as the fastest means to self-identity and confidence; the "executive-type" deaf adult who never gets promoted from the assembly line; the lack of meaningful communication in educational circles; the "quota" system of hiring deaf teachers, and suggested that the failure of education of the deaf lies with the hearing since all along hearing administrators have developed curricula in schools for the deaf, hearing "experts" have set up courses for teacher preparation, and have been making the final value judgments.

Veteran educator and vocational-opportunity expert, Arthur G. Norris, formerly of Vitro Laboratories, Silver Spring, Md., discussed employment problems among the deaf, both real and fancied. Taking a number of swipes at research for the sake of research, the tendency toward obscurantism and pseudo-intellectualism, Norris outlined the need for the deaf to compete on an equal basis with the hearing worker, the need for better information and public relations in personnel departments, and other key considerations, closing his talk: "The deaf themselves, despite all of the obstacles we hearing

people (in our great wisdom) have put in their way, have proved that they are competent; they are employable; they are eager for better education; they are after all, human beings, not numbers in a case-load file, and are doing their best to let us know it!"

Abraham Stahler, deputy director of the Office of Evaluation, Manpower Administration, U. S. Department of Labor, took up problems of underemployment. He stressed that this involves not just getting a job but one that is "compatible with their aptitudes, their intelligence, their abilities and their real interest." Areas to be probed as delineated by Stahler comprised education, training (including that of employers), improved communications, employer attitudes, improved educational and vocational in-depth counseling, orientation toward the world of work and individualized efforts to sell the deaf man and his qualifications for higher level employment to the employer.

The theme of the deaf man and the world of love was presented by a panel of four outstanding speakers. Dr. Rosslyn G. Suchman, Institute of Human Development, University of California, discussed the deaf child within the hearing family. Commenting that most deaf children born to deaf families evince signs of good adjustment, Dr. Suchman herself the parent of a deaf child, emphasized five factors: 1) the "enormously important" role of early love and acceptance, particularly when the hearing parent is unhappy with the child's deafness; 2) the "need to handle the personal guilt associated with producing a less than perfect child;" 3) the fact that persons reared in our society respond to physical disabilities with strongly aversive reactions; 4) the tendency to view children not only as

another chance to extend into the future but as a kind of bettering of oneself and 5) the lack of societal support. The speaker offered as a major solution to the problem the formation of "parent reality groups" with knowledgeable leaders to encounter the emotional, practical, social and cultural problems which the deaf child brings to the hearing family.

In his discussion on personal counseling, Richard K. Johnson of the Rehabilitation Center, University of Arizona at Tucson, expressed great concern over the unavailability of personal counseling for deaf people. Observing that in recent years educational, rehabilitative and some psychiatric counseling needs of the deaf are being met on a limited scale, he noted that there remains a very real need for "people services" which do not fit into existing general categories. Some points stressed by Johnson emphasized the continuing urgency for more trained counselors in all of these areas—rehabilitation, schools for the deaf, social work, mental health—including the need for a vehicle to carry counseling services to deaf people in the communities, the need for a focal point for these areas of service in metropolitan centers, the need for interpreters and the wherewithal to pay them and, finally, the need for spokesmen for the not-so-fortunate deaf person.

Larry G. Stewart, National Technical Institute for the Deaf, Rochester Institute of Technology, delineated with accompanying color slides approaches to fostering independence in deaf people—"a process designed to increase the individual's ability to interact effectively with his environment relatively free from the influence or control of other people." The speaker presented as a paradigm of independence: the elements of emotional



PROUD PRESENTATION—Edward C. Carney (left), president of the Council of Organizations Serving the Deaf, and David C. Denton, director of the second annual forum, beam after the inspiring talk and rendition of "The Impossible Dream" in the language of signs by Nanette Fabray, movie and television star, which closed the three-day meeting.



'WORK'—Ray Andrus (left) of the national AFL-CIO union headquarters in Washington, D. C., attended the second annual COSD forum and was especially interested in "The Deaf Man and the World of Work." Here he is shown with Nanette Fabray and COSD Executive Director Mervin B. Garretson learning how to make the sign for "work."

security, a constructive or positive self concept, conceptual skills, an enriched repertoire of behavior patterns, communication skills, opportunities for independent behavior and communication aids. After exploring each concept, Stewart questioned the degree of "lip service" being given these ideas noting that "the goal of developing speech and speechreading skills sometimes appears to be more important to some professionals than the goal of self-actualization which requires that the individual pursue excellence according to his own unique needs and abilities rather than in accordance with absolute standards established by authorities."

As was part of Sanderson's thesis Stewart commented on those schools which emanate an atmosphere of paternalism and authoritarianism. Quoting from the director of Brandeis Institute on minority groups, he said, "Only when a man accepts himself and his group can he contribute to society." Once more the point was made that there should be less attempt to encourage the deaf to be like hearing people, but rather to take pride in themselves and pursue excellence as deaf persons.

In his presentation on community integration of deaf people, Robert R. Lauritsen, Minnesota Division of Vocational Rehabilitation, St. Paul, emphasized that the desire to integrate must come from within the person. Affirming that integration is a process, not an event isolated in time, he suggested adolescence as a critical period for developing life patterns as was brought out in a recent workshop held in Minnesota on the needs of hearing-impaired adolescents. Lauritsen described two polar views on integration of deaf people: 1) that all should integrate within the hearing community and there should be no deaf community and 2) all of the deaf should be a part of the deaf community and no attempt should be made at integration into the hearing community. He observed, however, these represent minority viewpoints and actually there

are different levels of community integration—mostly on a selective basis by deaf people into various elements of the hearing world while maintaining an identity as a deaf group for basic social purposes. Lauritsen concluded his paper with a quote from the late Dr. Martin Luther King, Jr., "People fail to get along because they fear each other. They fear each other because they do not know each other. They don't know each other because they have not properly communicated."

The section on the world of worship was keyed by Rev. Rudolph E. Gawlik, C.S.C., chaplain of Catholic students at Gallaudet College. Prefacing his remarks with the observation that religion reaches out to every topic involved in the forum—love, work, play and pray—and defining it as a "logical, well-ordered attempt to understand the meaning of revelation," Rev. Gawlik proposed two basics for a definition: a vertical dimension, or man's relationships with God, and a horizontal dimension, his interpersonal relationships with the members of his community. He called it life, or human experience. The speaker identified a number of current trends upon the religious scene: 1) a new concept for meaning and meaningful language in worship; 2) a movement away from legalism in morality which is more flexible and allows for situational exceptions; 3) a shift away from conformity and law toward the person as the primary value and 4) the ecumenical movement toward better understanding and cooperation among the churches. Concern was expressed that the deaf community share in these winds of change and that the churches commit themselves to this end. Rev. Gawlik further urged the churches to concern themselves with small groups of deaf people as well as the large ones in metropolitan centers.

As expected, the climax of the forum was achieved with the final paper from Nanette Fabray on the deaf man and the

world of play, which she identified as entertainment for and by the deaf, and in the case of television as information services such as news broadcasts, educational programs and public service programs as well as the purely entertaining. Forceful and direct, the lovely Miss Fabray emphasized that all entertainment is communication, "fundamental, direct, forceful, complete communication—oral, manual, physical, emotional and intellectual communication." She hypothesized that the deaf audience has difficulty in getting captions on motion picture and television programs because they do not make their presence known as an audience, so it is unfelt and ignored. Organized effort and individual letters are necessary to make known the existence of these 20,000,000 hearing-impaired people. Pointing out that Monday is traditionally the worst night of the week for motion picture exhibitors who at this time operate at a loss with small audiences, she suggested that the deaf in metropolitan communities organize into subscriber committees to attend on certain Monday nights so that theaters might consider presenting current movies with captions. They need to be shown the market.

Miss Fabray expressed her feeling that there is no good reason why the hearing-impaired should be deprived of such television public services as information or news broadcasts, political campaigns, national emergency warnings and other events of impact. She indicated she had been told on good authority that it is feasible to add continuous running captions on any form of television programming without disturbing the reception of hearing viewers. There is available information space below or above the picture so that by a relatively minor adjustment, the deaf viewer could raise or lower the picture tube to permit running captions which would not be visible on ordinary TV sets. Mail again is the answer—much, much mail, she said. With reference to the power and beauty of manual communication as projected by the National Theatre of the Deaf, Miss Fabray noted there has been some opposition to the use of the language of signs on television broadcasting. She said that she and her writer-husband know from the nature of their own lifetime work that "manual, physical communication is every bit as important and very often more powerful than words can ever be. Without the power of silence, physical emphasis, manual expressions, my husband could not function as a dramatist. Deprived of physical and manual expression I would no longer be a performer."

Miss Fabray concluded by reminding forum participants that Mary E. Switzer, administrator of the Social and Rehabilitation Service, had ended her stirring keynote address at the first annual forum in Washington by quoting from "The Impossible Dream." Then in fitting tribute to Miss Switzer, Nanette Fabray closed with a lovely and touching rendition of the song both vocally and in the language of signs.

Highlights Of Annual COSD Meeting

In the lingering shadow of a successful second national forum, the board of directors of the Council of Organizations Serving the Deaf held its third election meeting since the Council was formally incorporated. With 31 directors in attendance, deliberations continued all day February 22, at the Monteleone Hotel, New Orleans, Louisiana.

The following members of the executive committee were elected to serve during 1969:

President—Edward C. Carney, American Athletic Association of the Deaf (term expires December 31, 1970)

President-Elect—Emil C. Ladner, International Catholic Deaf Association (term expires December 31, 1970)

Vice President—Gary A. Curtis, Convention of American Instructors of the Deaf

Secretary—Dr. Elizabeth Benson, Registry of Interpreters for the Deaf

Treasurer—Rev. H. W. Rohe, Board for Missions of the Deaf, Lutheran Church—Missouri Synod

Member—Alexander Fleischman, National Congress of Jewish Deaf

Member—Jess M. Smith, National Association of the Deaf

Dr. Thomas Mayes of the Mott Foundation, Flint, Michigan, and Robert Lauritsen of the Minnesota Division of Vocational Rehabilitation, St. Paul, were elected board members-at-large to fill the expired terms of Judge Sherman G. Finesilver and Dr. Boyce R. Williams. Dr. Ray L. Jones of the Leadership Training Program, San Fernando Valley State College, was reelected to a two-year term as board member-at-large.

Preliminary to his report to the directors, President Carney introduced new members of the board, Rev. Camille L. Desmarais, Conference of Church Workers Among the Deaf, and Arthur B. Simon, Alexander Graham Bell Association for the Deaf, and the official interpreter, Mrs. Agnes Foret of Detroit. The president noted that he had "jumped the gun" in St. Louis by announcing Seattle as the site of the 1970 forum, a decision which is the prerogative of the board. Commending Chairman David Denton and the home office staff for an outstanding forum, Carney announced plans to involve the executive committee in a more active role during the interim between meetings, particularly with regard to the survey forms the Council has been considering for its compendium of services.

Mervin D. Garretson, Council executive director, reported that the concept of a council of organizations had received a wide and favorable response, with requests for information coming in at an increasing tempo. He observed that the VIP roster stood at 1,300 and that the professional mailing list was approaching 5,000 (including key people from hearing and speech, university programs, parents organizations, mental health, church groups, education and rehabilitation). The

executive director commented that the Council's attempts to seek remediation of the TV problem had brought into focus a number of similarities among the needs of the profoundly deaf and the hard of hearing so that it would appear that the spectrum of service has widened to the point where the Council may be dealing with the problems of something like 20,000,000 to 25,000,000 hearing impaired people. Liaison has been established with a growing number of other non-member national organizations.

The report of the legal rights section was presented by its chairman, Judge Sherman G. Finesilver of Denver, who explained that the section had met the previous evening from 9:00 p.m. until 12:30 a.m. Members of the section in addition to the chairman were announced as Dr. Ray L. Jones, Attorney Ivan Lawrence. Judge Joseph Pernick, Judge Kenneth Pacetti, Don G. Pettingill, Albert T. Pimentel, Boyce R. Williams, Mervin D. Garretson and ex-officio, President Edward C. Carney. Clyde Mott of Seattle attended the Friday evening session, which was interpreted by Rev. Rudolph Gawlik and stenotyped by Mrs. Lee Katz.

Judge Finesilver reported finalization of the draft of the model interpreters law which has been introduced in the Colorado legislature. He indicated copies of the proposed law would be mailed to the COSD office for distribution to all of the member organizations. In his review of the work of the section, mention was made of the roster of lawyers and judges, the attempt to compile cases of misrepresentation or miscarriage of justice as it involved deaf people in court and plans for the 1970 forum on legal rights. The chairman closed his report with the recommendation that Chicago be selected as the site of next year's forum—which was converted into a motion and approved by the board.

Treasurer Rev. Herbert W. Rohe presented his financial report and the proposed budget for 1969-1970—a total of \$120,780, which was approved after some discussion. The treasurer reported that the finance committee had been giving serious thought to long-range travel expenditures should the time arrive when the Council had to operate on its own budget without Federal funds. He noted one of the considerations involved reduced board representation but added that all of this remained exploratory at this stage.

Assistant Director Alfred Cranwill delivered a progress report on the COSD Development Fund, noting that the financial commitment of the Social and Rehabilitation Service extends only through 1972. Present pledges over a 10-year span amount to \$42,000, but Cranwill illustrated that the Council would require a minimum endowment of \$3,000,000 to be able to operate on the interest from such a fund. Plans were outlined for further contacts, including organizations and foundations.

An extended discussion followed this report, revolving around the question of whether the COSD fund-raising program could be infringing upon similar efforts by member organizations of the Council. It was indicated that some adverse feedback had been received from individual members of some organizations, with expressions of caution that the Council proceed carefully in its search for a self-supporting base, so as not to undercut any member group.

Chairman Boyce R. Williams presented his report from the committee on guidelines for section formation. This was approved by the board and referred to the law committee for clearance.

The 1969 summer meeting of the board of directors was scheduled for June 20-21, to be held in San Francisco. Activation of further sections and discussion of the 1971 and 1972 forums were postponed to the next meeting.

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Santa Ana Unified School District Program For The Deaf

Beginning and Structure

The Santa Ana Unified School District has sponsored a program for the deaf since 1948. The district's program for the aurally handicapped is the oldest existing program of its kind in Orange County. When the program started, both deaf and severely hard of hearing students were included in the classes. In 1959, the program was changed to classes for the deaf only, the hard of hearing going to a new program in Costa Mesa.

The first teacher in the Santa Ana program for the deaf was Kathryn Fitzgerald. Her sister joined the staff the following year. The program was indeed fortunate to have been started by these experienced teachers, who with other members of their family developed the Fitzgerald Key.

In September 1960, the Centralia District took the responsibility for educating the young deaf children living in the northern part of Orange County while the Santa Ana Unified School District served the remaining area. In September 1968, another class was added to the Santa Ana program making a total of six classes. A seventh class is anticipated for September 1969.

The Santa Ana program for the deaf has been located at two different schools. The school district first established the program at the Franklin School, transferring it to the James Madison School in 1961. The program has always been under the control of the local school board. The district's program for the deaf serves children from three through twelve years of age from 15 school districts. The Santa Ana District is reimbursed for its services by the other districts and the state. There are at present 34 deaf children in the school. There are more than 800 hearing children at James Madison. The 34 deaf children are in six classrooms which are scattered throughout the school. A number of the deaf children are integrated



MORNING ROUTINE—Four preschoolers are shown arriving at the James Madison School in the morning. Greeting them is their teacher, Miss Bayless.

in the classes for the hearing for one or more academic subjects. The children are also integrated for art, physical education, recesses and noon meals.

Administration and Staff

In the fall of 1968, the district hired its first full-time area supervisor of the deaf. This made the Santa Ana program the first and only program for the deaf in Orange County with full-time supervision. Prior to the establishment of the area supervision position, the program for the deaf was supervised by the principal and the vice principal of the school who divided their time between the deaf and the hearing programs. Besides the area super-

visor the program has six full-time teachers, three teacher aides, one part-time speech therapist and one substitute teacher who comes in once a week and overlaps with the other teachers. Two substitute teachers are available to fill in for teachers who are absent. There are also two volunteer workers, one who interprets daily for the deaf children integrated in the regular Spanish classes.

Other Data about the Program

Only deaf children with no major secondary handicaps are admitted to the program. The Admissions and Dismissal Committee is composed of the area supervisor, the director of special programs, district psychologist, health consultant and speech consultant. They meet once a month.

The curriculum is based upon a board of education-approved curriculum guide and an administrative guideline handbook. Psychological and achievement testing is provided at least once a year. Auditory equipment in use consists of the latest Eckstein auditory trainers and Electronic Futures, Inc., auditory trainers. The summer school program is an extension of the regular school program. It is conducted for six weeks and bus transportation is provided for the children.

The Santa Ana Guild for the Deaf

The Santa Ana Guild for the Deaf is made up of parents, teachers and others who have an interest in the program for the deaf. The Guild is non-profit, non-political, non-sectarian and interracial in nature. It is affiliated with the Alexander Graham Bell Association and the California Association of Parents of Deaf and Hard of Hearing Children. Associate memberships are extended to interested individ-



AUDITORY TRAINING—Miss Waters' class in auditory training is a regular feature of the program at James Madison School. Left to right: Paula Smith, Donna Allen, Manual Nunagaray and Mike Moreno. (Photo courtesy Santa Ana Register)



COMMUNICATION CLASSES—Teaching communication with the deaf is a part of the Santa Ana program. Classes are held weekly at the James Madison School. The picture at the left shows a beginning class. The picture at the right shows an advanced class.

uals, groups or organizations at a nominal fee with all rights and privileges of active members except the right to vote and hold office.

The Present Program

The present program revolves around an approach to the education of the deaf that is entirely new. This approach is called "the Total Approach." In this approach the deaf are always exposed to speech, speechreading and auditory training. However, since many deaf children are poor speechreaders and also because the percentage of speech or language which can be speechread is very limited, other vehicles of communication including fingerspelling and the language of signs are also employed. Communication is thought of as a means to an end and not an end in itself. It is realized that when communication is limited, opportunities for learning are also limited. Furthermore, it is known that if the deaf child gets behind in the early years of his life he seldom, if ever, catches up. Therefore, the use of all methods of communication is the basis of "the Total Approach" as used in the Santa Ana Program for the Deaf. In brief, this means providing the deaf child with communication which he can use here and now and not dealing in theories as to what might be better for him later in life.

In the Santa Ana Program for the Deaf, teachers, parents, hearing children and all of those in the deaf child's environment are encouraged to communicate with the deaf via any means of communication that really works. The emphasis is on real and genuine communication and not make-believe or limited communication. To make real communication with the deaf children every worker in the program took a 16-week course in communicating with the deaf. Many of the parents took the same course. At this writing the same course is being offered again. After taking the course many of the parents and teachers stated that for the first time there was genuine two-way



FOOT TROUBLE?—Wanda Piper, a preschooler, is having her foot examined by her teacher, Miss Barnes, and Mr. Holcomb, supervisor of the Santa Ana program for the deaf, looks on.

communication with the children.

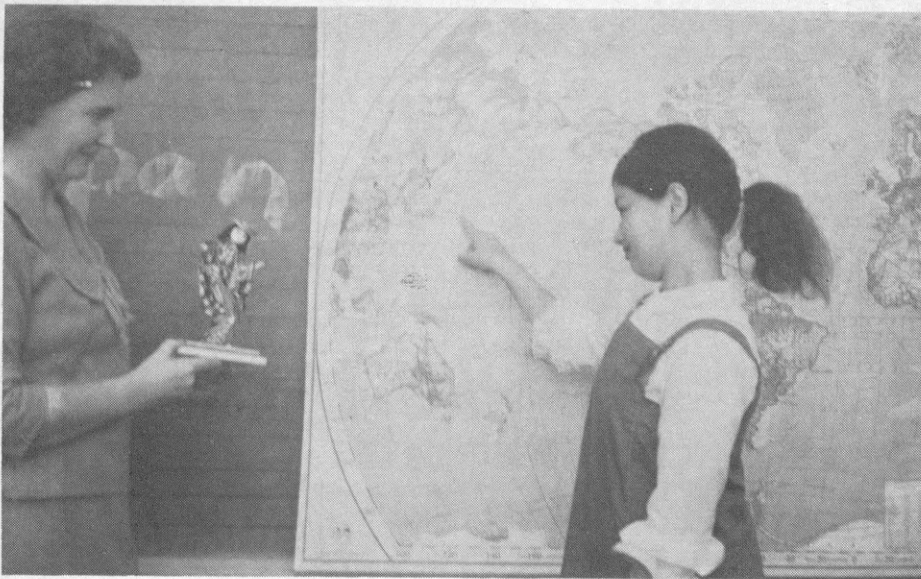
Not to be overlooked in "the Total Approach" were the hearing children as well as the deaf children themselves. At the beginning of the school year both groups of children did not know the language of signs or fingerspelling. While the hearing children had their speech, the deaf, with few exceptions, had no means of communication. In other words, the latter were forbidden to use the language of signs and very few of the deaf children could carry on a conversation orally. Realizing that communication is basic to learning, this was quickly changed at the beginning of the school year in 1968. Not only were the deaf taught fingerspelling and the language of signs to supplement their speech but hearing children had the opportunity to learn these methods, too. This resulted in real integration between the deaf and hearing students in a number of ways. This integration starts at the beginning of school each day when the deaf

and the hearing children greet each other. The integration continues throughout the day. At recesses the children from both groups come together and play with their particular friends. At lunch a number of hearing children always rush to join the deaf at their tables. At the Christmas program this year the deaf children did some songs orally while the hearing children did them in the language of signs. Some songs were also sung together.

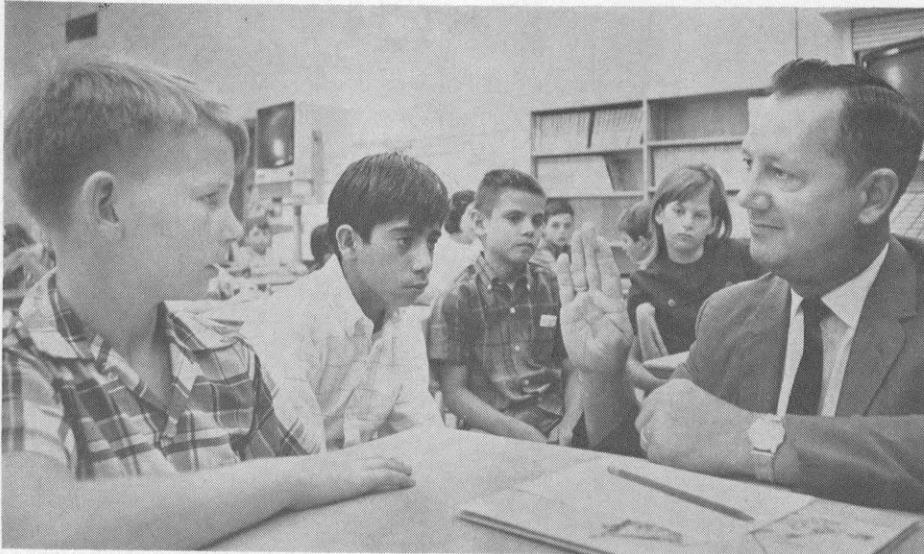
The greatest benefits realized from the new mode of communication take place in the classrooms. A number of the deaf children are integrated in the regular classes for one or more academic subjects. The children are integrated in just about any academic subject one could name, including Spanish. The integration works well because the children do not suffer for lack of interpreters. There are usually several hearing children in any class who know the language of signs fluently, some even better than the deaf children themselves.

To understand this integration more fully, take a mental visit to Room 33 at the James Madison School. Visitors to this classroom are often confused when they are told that all of the children except one boy can hear normally. The visitors are misled because practically all of the children and the teacher use the language of signs and fingerspelling to some extent. While the profoundly deaf boy in the class is an excellent lipreader and has very good speech he would never be able to participate fully in the class without a means of communication that keeps him aware of what is going on in the class at all times. Thus, realizing the deaf boy's needs for more communication many of his classmates attend classes in the language of signs and fingerspelling during their free periods and at noon. The boy's teacher attends evening classes on communication with the deaf.

To date the results of the new integration plan has been most gratifying as the



MAP WORK—Carol Alvino shows her teacher, Mrs. Holcomb, the place in Japan where she was born.



SPANISH LESSON—Mr. Overhostler explains some Spanish terminology to two deaf students, Samuel Holcomb and Jesus Tombaga, who are integrated in his Spanish class. Mr. Overhostler is a son of deaf parents. (Photo courtesy Santa Ana Register)

deaf boy now feels very much at home in his class with hearing children. He is now taking five subjects with the regular classes and has maintained grades for the first semester of all A's and B's. This same type of integration is now conducted in several other rooms at the school with a number of other deaf children. Some noticeable observations of the integration plan are:

1. Deaf students with limited oral abilities as well as those with proficient oral skills can be integrated into regular classes with hearing students.

2. Deaf students can communicate with hearing students more freely and vice versa. There is more speech among the deaf students because the latter are not afraid to talk with their hearing friends who have shown by their use of all means of communication that they really want to communicate with the deaf and to be their friends.

3. A big step toward genuine integration between the deaf and the hearing worlds take place because the integra-

tion spills over to many activities outside of the classroom.

The integration plan has worked so well that a number of hearing students have asked to be allowed to integrate in some of the classes for the deaf. While this has already been attempted on a small scale, it is too early to give a report on the progress of this plan to date. However, it can be said that there are some possibilities of expanding the experiment as the hearing children often set the pace for learning when they are integrated with the deaf. This seems to be especially true with the younger children. It is also found that children often learn very well from other children.

Through the years there has been a great deal of criticism of day school programs for the deaf. Those in charge in Santa Ana believe that their type of program could be the best kind of program for the deaf since the entire population is used—hearing children, parents, other deaf children; thus, the children are not isolated from the mainstream of society.



AREA SUPERVISOR—Roy K. Holcomb heads the Santa Ana Unified School District's program for the deaf. A product of the Texas School and a Gallaudet College graduate, he taught in the South Dakota, Tennessee and Indiana Schools for the Deaf before enrolling in the Leadership Training Program at San Fernando Valley State College. He has master's degrees from the University of Tennessee and Ball State University in addition to San Fernando Valley State College.

The main task is to give the deaf child every opportunity to know what is going on in his home, his school and his community during his growing years. Nothing is to be left out if the deaf child is to have every opportunity to be a full-fledged member of society. "The Total Approach" as used in Santa Ana attempts to give every deaf child this opportunity.

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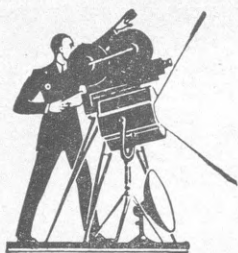
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Film Fare

The newly-created Advisory Committee of the Media Services-Captioned Films Branch that held its first meeting in Washington, D.C., January 16-17, 1969, made numerous recommendations. Outstanding among them were a review, with an eye to possible revisions, of the present law (P.L. 90-247) as it applies to Branch services in areas of the handicapped other than the hearing impaired, continuation of Branch activities at least at its present level of operation and funding, development of a standard evaluation procedure for proposals and projects as well as "quality control" procedures to insure direction and continuous evaluation of projects following the awarding of contracts and an exploratory study on the feasibility of applying telecommunication networks and remote access audiovisual information retrieval networks for the education of the handicapped.

The first computerized program catalog of general interest films in the Branch library will be ready for dissemination within the next two months. This is being prepared under a contract with NICEM, University of Southern California, Los Angeles.

Negotiations are currently underway with the National Safety Council for a fall, 1969, training workshop. The purpose of this workshop is to train instructors from schools and adult programs for the deaf in defensive driving techniques covered by the NSC's celebrated course in safe driving. The workshop will utilize the series of newly-captioned defensive driving films made available through the courtesy of the NSC. Any deaf driver who successfully completes all the course requirements will be awarded a safe driving certificate by the Council. Hopefully, such a driver education program will work to alleviate automobile insurance problems for our deaf motorists and create a better image of the deaf as safe and responsible drivers. The NSC, as the nation's chief spokesman on what constitutes safe driving, can perform another very real service for the deaf here.

Latest additions to the program's library of Hollywood films include the following:

DAVID AND GOLIATH (Color-Adult)
THE TIME TRAVELERS (Color-Adult)
THE INCREDIBLE MR. LIMPET
(Color)
IT'S NEVER TOO LATE (Color-Adult)
PT-109 (Color)
SPENCER'S MOUNTAIN (Color-Adult)
THE SPIRIT OF ST. LOUIS
SWORD OF LANCELOT (Color-Adult)
A VERY SPECIAL FAVOR (Color-Adult)

Parent Section Of Convention Of American Instructors Of The Deaf

The Convention of American Instructors of the Deaf, at its meeting in Hartford in June 1967, voted to organize a parent group as a section of the Convention. President Marvin B. Clatterbuck appointed a committee to work on this project. Roy Holcomb was asked to serve as chairman with Mrs. Lorraine Jenkins, of the Oregon School for the Deaf, and James Little, superintendent of the New Mexico School, as members. This committee has planned a three-day meeting for June 20-22 at the California School for the Deaf in Berkeley.

Parents from all schools for the deaf and day classes are invited to become members of the parent group. Much of the meeting in Berkeley will be devoted to setting up a permanent organization of parents to be affiliated with the Convention of American Instructors of the Deaf. The following program has been prepared by the Parent Committee.

FRIDAY AFTERNOON—JUNE 20

Registration and Refreshments—4:00-7:30 p.m.

FRIDAY EVENING—JUNE 20

Greetings—Local and State Parent Leaders
First Business Meeting—7:30-9:00 p.m.

SATURDAY MORNING—JUNE 21

Registration and Refreshments—8:00-9:00 a.m.

Welcome Addresses—9:00-10:15 a.m.

Dr. Hugo Schunhoff, Superintendent
California School for the Deaf—
Berkeley
Dr. Marvin B. Clatterbuck, President
Convention of American Instructors of
the Deaf

Guest Speakers

Dr. Ray Jones, Project Director
Leadership Training in the Area of
the Deaf
San Fernando Valley State College
Hilde S. Schlesinger, M. D.
Langley Porter Neuropsychiatric Institute
San Francisco, California

Break—10:15-10:30 a.m.

Second Business Meeting—10:30-11:45 a.m.

SATURDAY AFTERNOON—JUNE 21

Keynote Address—1:30-2:30 p.m.
Dr. Robert Frisina, Vice President
National Technical Institute for the
Deaf

Rochester, New York

Break—2:30-2:45 p.m.

Third Business Meeting—2:45-4:00 p.m.

SATURDAY EVENING—JUNE 21

Banquet—7:00 p.m.

Banquet Speaker

Dr. Boyce Williams, Chief
Communication Disorder Branch
Washington, D. C.

SUNDAY MORNING—JUNE 22

Introduction of Special Guests—9:00-10:00 a.m.

Final Business Meeting—10:00-11:45 a.m.

Dr. E. C. Merrill, new president of Gallaudet College, will be introduced at the convention. Nanette Fabray, the television actress, will make every attempt to be at the meeting.

Membership dues are \$2.00 per family and \$1.00 for associate members annually. Associate members are people who are not parents of deaf children. Parent organization membership is \$15.00. The latter includes a subscription to the **American Annals**. Membership dues may be sent to James Little, Superintendent, New Mexico School for the Deaf, 1060 Cerrillos Road, Santa Fe, N. M. The first 50 out-of-state parents staying for the entire convention may stay at the School for the Deaf in Berkeley at a very nominal fee during the convention. Make reservations early to the school in order to be included in the first fifty. For further information, write Roy K. Holcomb, Chairman, CAID Parent Organization, 14712 Del Amo Avenue, Apt. C., Santa Ana, Calif. 92705.

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Nathan Nelson Overcomes Second Handicap

By SAM B. RITTENBERG

The deaf people of Birmingham, Ala., are engaged in varied and diverse occupations to make a decent living. There are 12 barbers and a good number of printers, both in the newspaper and job plants. Seven deaf persons are employed in an electrical service and repair plant. Others are beauticians, seamstresses, IBM key punchers, etc.

But the writer has long marveled about a certain friend of his of long standing, namely Nathan Nelson. Despite his having one arm, he took part in sports at the Alabama School

for the Deaf. He was a teammate of the writer on the Dixie Bowling Association of the Deaf Championship team in 1943. Nathan married one of the three deaf Jonston sisters of Birmingham. He soon will have made the last payment on his house in Edgewood, an exclusive section of Homewood, just a stone's throw outside of Birmingham.

The article and picture about Nathan were run in the Birmingham News of recent date.

One-Handed Deaf Man Refused To Stay Down

By DAVID MARSHALL, Birmingham News Staff Writer

A deaf man who lost his hand as a child in a trolley car accident, but refused to be down and out, observed his 30th anniversary this week as a valuable asset to Ryder Truck Lines.

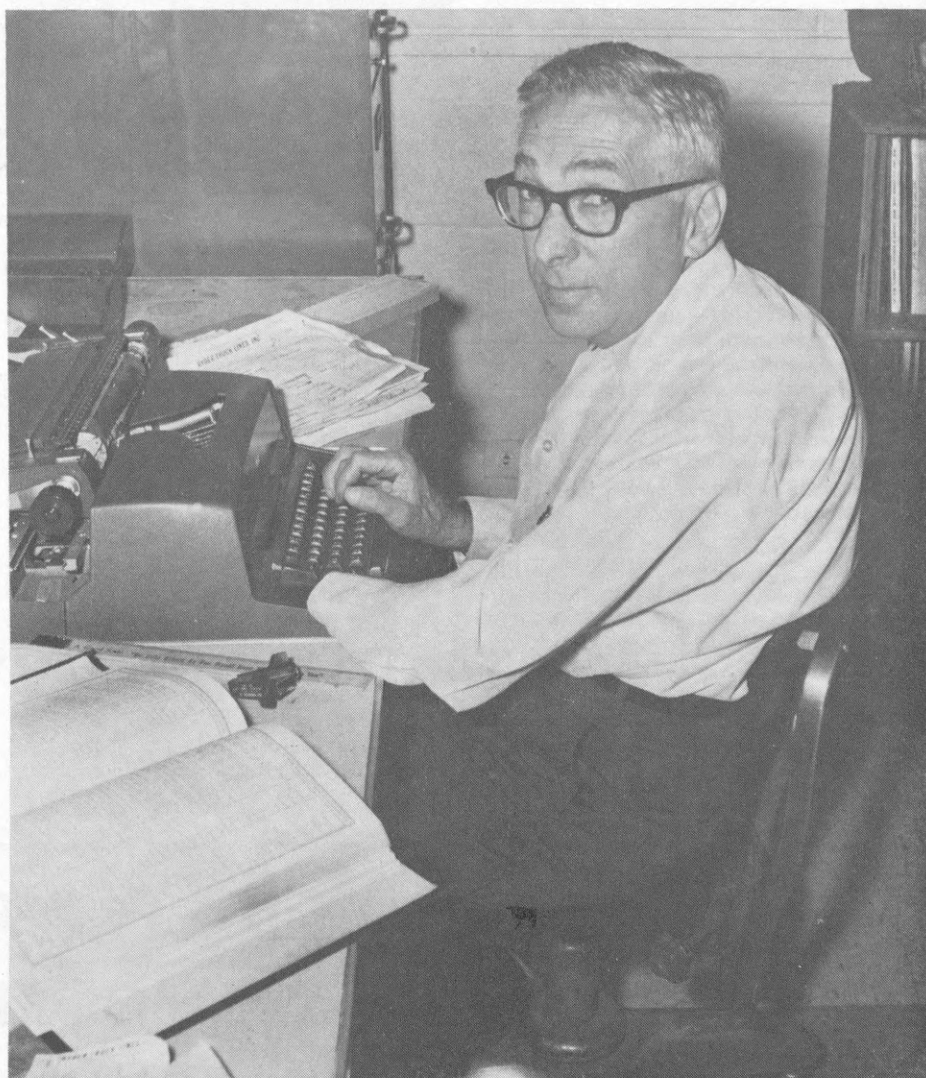
Nathan Nelson has spent those 30 years in the company's billing department.

His fellow employees took time out this week to present him with a watch at a party in his honor.

It was a party well deserved.

Nelson has not been a fixture to be observed but seldom used. Howard Forrester, a sales representative for Ryder, said Nelson, operating a billing machine with one finger on his right hand, "will cut as many or more freight bills as anybody else."

According to Forrester, he also lines up trailers and "does everything in the



THIRTY YEARS ON THE JOB—Nathan Nelson has been with the Ryder trucking firm in Birmingham, Ala., for three decades. His superiors rate him highly despite his double handicap of deafness and the loss of one hand.

billing department in the morning because he's the only one there."

"About the only thing he doesn't do," Forrester said, "is answer the telephone."

But Nelson has inspired others in more ways than just as a fellow fighting his handicaps to feed his family.

Forrester said that he was passing Nelson's home at 111 Edgewood Blvd. in

Homewood a few years ago, "and he was up on a ladder painting his house with that one hand."

Nelson's wife is also deaf. They have two sons, Isaac, of Birmingham, and Eddy, of Elizabeth City, N.C., and a grandchild.

The voice of his son Isaac shows a pride in his father. And at Ryder, Forrester said, "the other employees are all crazy about him."

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Dallas TV Station Launches Language Of Signs Programs

Public television can perform services that commercial networks either cannot program or have not programmed, and Dallas' KERA-TV, Channel 13, is trying to fill some of those gaps. The station launched a pilot project on March 2 entitled "Say It With Hands."

"Initially, the show will teach the language of signs to the hearing so that the hearing community can better communicate with the large—and often alienated—deaf community," commented Barry Wells, KERA's program director and originator of the program along with Elizabeth Carlton.

"There are 20 million Americans with hearing defects," Wells explained. "And, the language of signs is easy to learn. Take department stores, for example. There is no reason why salespeople can't learn signs. And, since many companies employ the deaf the program will also be geared to supervisory personnel in business firms."

"Say It With Hands" is being broadcast each Sunday at 6 p.m. with programs repeated the following Friday at noon. Instructing the hearing community in signs is Mrs. Elizabeth Carlton of Callier Hearing and Speech Center. An attractive young woman whose parents are both deaf, Mrs. Carlton has been instructing the deaf and the hearing for 17 years. She is a member of the Texas Society of Interpreters for the Deaf and the Registry of Interpreters for the Deaf on the national level.

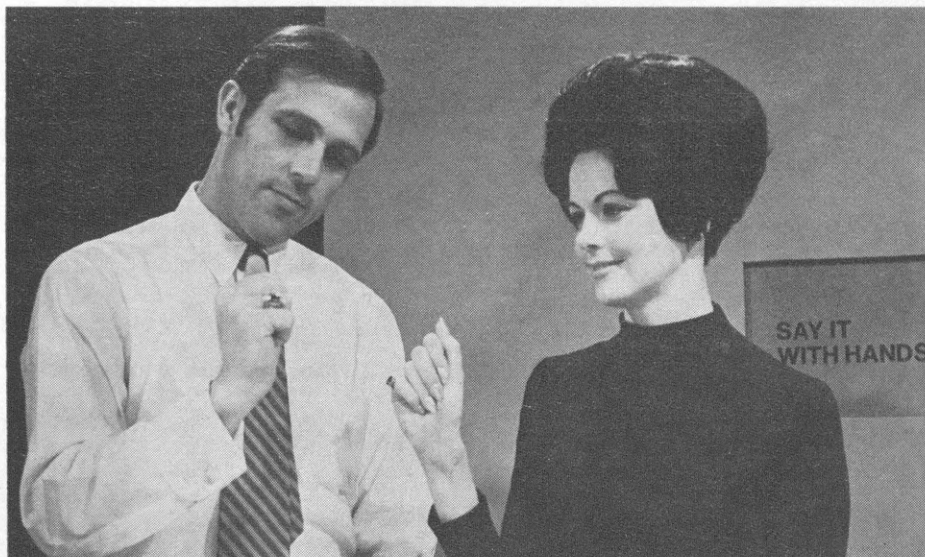
"Teaching the language of signs to the hearing community is just the first step," Wells continued. "Our goal is a 30-minute or one-hour program all in signs, geared both to the deaf community and as a continuing course for hearing persons."

Wells' interest in aiding the deaf goes back to his college days when he had three close friends who were deaf. "They were brilliant people," he said. "They got after me and taught me the alphabet through signs and that strengthened our friendship. I also belonged to a service fraternity that worked with deaf children in state hospitals in Austin."

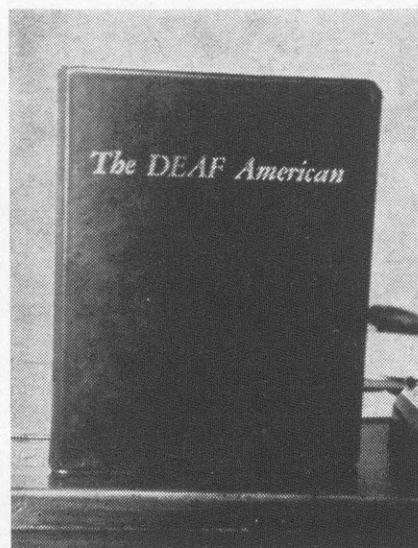
KERA-TV received its first government grant for the series, with funding coming from the Department of Health, Education, and Welfare/Media Services and Captioned Films.

Scripts for the show are written by Galaudet College and an advisor for the broadcasts is Lou Fant, whose "Say It With Hands" book serves as the title for the series.

Serving with Fant and Wells on the advisory group for "Say It With Hands" are Dr. Aram Glorig, director of Callier Hearing and Speech Center; Dr. Jim Stricklin, chief psychiatric social worker with the deaf at Callier; Louis Orrill, Texas Association for the Deaf; and Dr. Doin Hicks, assistant administrator of Callier.



REFRESHER LESSON—Mrs. Elizabeth Carlton of Callier Hearing and Speech Center, Dallas, is shown giving a lesson in the use of the manual alphabet to Barry Wells, program director of KERA-TV, Channel 13. Mrs. Carlton and Mr. Wells originated the television program entitled "Say It With Hands." Mr. Wells learned the alphabet during his college days.



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Letters to the Editor

Dear Editor:

This is what I have to say after reading Mr. Scouten's address:

Use of the Rochester Method as expounded and advocated by Mr. Scouten during the first five or six years of school to gain mastery of basic English syntax is a most sensible exhortation to come from a profound educator of the deaf.

It is the best method imaginable for the acquisition of acceptable English. Long enough has the deaf child been taught by signs—lip signs, hand signs that have equally long made for the broken pattern as well as the strange pattern of English in which the schools have unwittingly schooled him. Let the Rochester Method hold sway, and the deaf child will then be hearing spoken English through his eyes.

Stephen W. Kozier

Fulton, Mo.

* * *

Dear Editor:

I enjoyed your page in the February issue of THE DEAF AMERICAN and take a few moments to rise to your challenge for discussion of the article by Mr. Edward L. Scouten.

After wading through the devious wording of what I must conclude was a plea for pure oral instruction of the children in our deaf community, I was sorely depressed. Those two pages were to me the same unrealistic drivel I have heard from a small minority of instructors and parents of the deaf for some 16 years.

However, the next half page given over to Mary Jane Rhodes' column cleared my head like a breath of fresh air. We are the parents of a deaf daughter, now completing her work at the Nebraska School for the Deaf, so our experience parallels hers very closely.

After reading Mrs. Rhodes' column, I turned to the Nebraska Journal, which, fortunately, arrived the same day and read the inspiring speech of Mr. Ben Hoffmeyer at Gallaudet College in December. This was a reprint from the American Era and should be read by every parent of a deaf child.

With the same philosophy as Mrs. Rhodes, he says we should go down the path of meeting our deaf children with every tool available to prepare them for competition in the hearing world. He gives a graphic comparison of our acceptance of white canes, seeing-eye dogs, and Braille printing as aid to the blind with the one great crutch we can give our children—the combined method of communication.

As parents, we join Mrs. Rhodes, Mr. Hoffmeyer, Dr. Elstad and all those others who truly understand the deaf in meeting our daughter and her friends halfway. Likewise, we scorn the hard impersonal method advocated by Mr. Scouten.

A friend of ours, who was leaning to

Mr. Scouten's views a few years ago, now compares the two methods very well. He told me a short time ago that he now realized that sign language to the deaf was the same as a second language in our hearing society.

In closing, I would remind our deaf children and their parents of the orchid, one of the most beautiful and highly desired of flowers, which has achieved its status without the pleasing odor which its competitors enjoy. With acceptance of the loss of the important sense of hearing and meeting the challenge head-on, our children can attain a place in society comparable to the orchid in its environment.

Aaron Cox

Omaha, Nebraska

* * *

An Open Letter

Dear Mr. Scouten:

Your excellent article "Education and the Prelingually Deaf Child" in the February issue of THE DEAF AMERICAN moved me so deeply that it brought tears to my eyes. I thank you from the bottom of my heart for speaking out for prelingually deaf children. Fate has decreed that I be one of those unfortunate children who have been exposed to both pure oralism and pure manualism. I can truthfully testify that neither method has worked out too well for me. Your description of a prelingually deaf child in either school fits me perfectly.

What really bugs me is that too many educators of the deaf fail to grasp your very deep insight in our problems. Please keep on shaking them out of their complacency and selling the Rochester Method to them. I am all for you.

Your former Gallaudetian student,

(Mrs.) Carol E. Sponable (nee Evanhoe)

Dear Editor:

Congratulations to THE DEAF AMERICAN on publishing Edward Scouten's "Education and the Prelingually Deaf Child." No wonder our schools for the deaf keep turning out language-deficient children.

You asked for comments.

During the Las Vegas Convention I introduced a bill to get the NAD to throw its support to the Rochester Method in the elementary grades. It was killed in committee. A second attempt to amend the published resolution also went down to defeat after a floor fight.

It was obvious my attempts were premature. Possibly by the time the 1970 convention opens its sessions, things may be closer to an acceptance of a change by the NAD delegates.

It is time for the NAD to get off the fence and support a method which should be given a chance to prove itself. I think fingerspelling should be mandatory in the elementary grades (used with speech). In high school the simultaneous method should be preferred for its simplicity and time saving features. It is believed most deaf students already will have had their language patterns set by this time.

As the most powerful independent organization of and for the deaf—the NAD should accept more responsibility in pressuring schools for the deaf to accept methods which may benefit the prelingually deaf child. As long as it supports any and all methods—in truth, it supports nothing! The status quo will continue as before.

Let's start at the bottom and the top will take care of itself.

L. Dwight Rafferty

Devils Lake, N. D.



'DREAM' SCENE—Nanette Fabray, a tireless worker in behalf of the deaf, focused attention on the cause in her appearance on ABC-TV's "What's It All About World?" on March 20. Signing "The Impossible Dream" with her were Johanna, 9, and Pamela Larson, 7, daughters of Mr. and Mrs. Herbert Larson of Tustin, Calif.



Jerry Fail

NEWS

From 'Round the Nation

Mrs. Jerry Fail, News Editor
6170 Downey Avenue
North Long Beach, Calif. 90805

Mrs. Harriett Votaw, Asst. News Editor
2778 S. Xavier Street
Denver, Colorado 80236



Harriett Votaw

California . . .

Henry Schlanser of the California Home for the Aged died of a heart attack in a convalescent home on January 24 at the age of 75 and Howell Stottler, cousin of Harley Stottler, died February 15 following a long illness, and is survived by wife, Paula.

David Myers, 26, of Riverside, was found dead in his car and burial services were held in San Bernardino. Herbert Coffman died recently in Seattle.

Mrs. Gladys O'Brien of Los Angeles passed away just before Christmas. Death was due to cancer. Wesley Townsend lost a brother in an auto accident January 10 in Pasadena and the sudden passing of 76-year-old Ivor Friday on January 22 was attributed to heart failure. Mrs. Friday is a resident of Pilgrim Towers and finds comfort among her many friends there.

Johnny Leon, who used to turn a shoe repair shop in Highland Park, died in mid-December, a victim of lung cancer.

Mr. and Mrs. David Freeman of Canoga Park happily announce the arrival of an eight-pound baby born January 14. Back in December Flo and Herman Skedsmo of Compton welcomed their first grandchild when a baby girl was born to Mr. and Mrs. Joseph Schmitz of Lynwood. Baby has been named Nickola Flovic.

Bernard Kwitkie has been on the sick list and confined to a hospital. Julian Gardner lost a bout with the flu and ended up in the hospital with pneumonia which laid him low for weeks. Janey Lou Dyer fervently hopes she never comes down with the flu again after the miserable weeks she was confined to bed. Ditto Doris Helliwell who battled the flu bug three solid weeks.

Iva DeMartini of South Gate spent most of January down with bronchitis and John and Jerry Fail saw John's long-awaited holiday completely ruined when both became deathly ill within hours after checking in at one of the plush Las Vegas Strip hotels. Velma and West Wilson and Susie and John McMenis, also in Vegas at the time, offered what comfort they could with West loudly declaring that Jerry would be okay if she'd just give up smoking, puffing on a cigar all the while! Jerry and John managed to get back home to Long Beach although neither remembers much of the drive home except that it snowed, it really did on the desert! Back on his beloved boat, John recovered in record time but Jerry wasn't so fortunate and spent several weeks counting

the loot from the three jackpots she hit (before the flu hit her) and had no chance to lose. Oh yes, she laid off the cigarettes . . . but for only three weeks.

Nuptial vows were exchanged early in January between Sharon Frances Jameson and James Porter Gannon, son of Mr. and Mrs. J. L. Gannon of Los Alamitos. Sharon is the daughter of Mr. and Mrs. John B. Jameson of Westminster and the ceremony took place in St. Barbara's Catholic Church, Long Beach. In the bride's entourage were Mrs. William (Sandra) Golyer as matron of honor, and Katherine Curiale and Janice MacIntosh. Gwendolyn Sue Bennetts was flower girl. William Golyer served as best man. Ushering guests were Robert Keeling and John B. Jameson, Jr. Ringbearers were Theodore and Clifford Bennetts. A reception honoring the couple was held in Santa Ana following the ceremony and the newlyweds departed on a wedding trip to Hawaii. At this writing the young couple are making their home in Long Beach.

Did you know that at the moment you are born everyone else in the world is older than you . . . and when you are 26, there are as many people younger as there are older than you . . . and when you are 40 years of age, 80 percent of the people in the world are younger than you? How about it when you reach 60? However, age makes no difference when it comes to celebrating birthdays . . . everyone loves being remembered on the day but not reminded of the passing years! Clarence L. Brush knows that and so it came about that, with the help of Iva DeMartini, he gave wife Dorothy one of the nicest surprises when close friends gathered at their Los Angeles home the evening of February 1 to help Dorothy celebrate her natal day in the grand manner although Dorothy wished she had been given some kind of advance warning since she was caught completely unprepared for company when that merry bunch of people descended upon her with food

and drink, a huge birthday cake, gaily wrapped packages and all the "fixings" that make up a happy get-together . . . and the element of surprise is always more than half the fun of a surprise party! Among those attending were Mr. and Mrs. Sylliasen, Minerva Webb, Helen Chase, Edna and Gilbert Evans, Pauline and Clifford Putman, Connie and Don Sixberry, Jerry Fail, Glen Orton, Iva DeMartini, Harold MacAdam, and of course Clarence who was mighty pleased with himself at the happiness the gathering provided for Dorothy. Best of all is the fact that she is recovering from the numerous eye operations she has undergone in recent years, another reason for a celebration.

The California Association of the Deaf's board meeting was held up in Sacramento January 25 despite one of California's worst rainstorms in decades which delayed plane flights for several hours. Even then, the flights were extremely rough and most of the board members reached Sacramento wet and bedraggled and mighty glad to set foot on terra firma again. The CAD's "fair friends through foul weather" included President Richard Babb, Second Vice President Don Nuernberger, Secretary George Attletweed, Treasurer Gerald Burstein and Directors Jerry Fail, Lil Skinner, Robert Miller, Einer Rosenkjar and Flo Petek, as well as chapter representatives Frank Luna, Evan Ellis, Sol Carson, Emily Tell, Francis Roberts, John Hibbard, and CHAD President Lucy Sigman. Only two were unable to make the trip—Emory Gerichs, CHAD secretary, and Frances Pasley, Valley Chapter representative.

Kyle Workman of Torrance was elected to the office of first vice president and Leo Jacobs of Oakland was elected to the board of directors. Kyle and Leo were the successful candidates from a long list of nominees submitted by the various chapters and will fill the vacancies left by the recent death of Harold H. Ramger and Rev. Roger Pickering's move to Philadelphia. All in all, the board spent seven solid hours wading through a lengthy agenda and it would have been even longer if not for the superb capability of President Babb whose mental processes seldom if ever go slower than 90 mph plus!

Despite the weather, there was a goodly crowd of people at the board meeting in Sacramento with all of them showing a keen interest in the proceedings. For some of them it was "Old Home Week" . . . a glad reunion for folks like Sally (Kellogg) Miller, Catherine (Marshall) Ramger, Lucy Azevedo, John Fail, Winona (Smith) Chick, and Thelma (Ott) and Charles Robbins, Mr. and Mrs. J. Fea, Mr. and Mrs. Eldon Beale, to mention just a few. Take, for instance, the CSDB Class of '33 . . . Bob and Sally Miller, Jerry Fail, Lil Skinner, Leo Jacobs (5 out of the total class of 9) who staged a reunion of their very own and, it is interesting to note, all except Sally are members of the CAD board. That's a record of some sort! We must also mention that the four girls (matrons, now natch),

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who shared the same room on the third floor of the old Durham Hall at CSDB that same year, enjoyed an old-time gabfest . . . Sally Miller had the bed near the window and Cato Ramger the bed in the corner with Jerry and Lil in between . . . and remember how Lil and Jerry, after "lights out," would read books far into the night with the aid of a flashlight? Those were the days!

The CAD board wants to thank the good people of Sacramento and their chapter officers for the magnificent hospitality they enjoyed, which more than made up for the lousy weather. Bill and Bunny White put up a whole bunch for the weekend including Kyle, Lil, Cato and Jerry and John while Nubby stayed with Vera and John Hibbard and, somehow, we never did find out where the rest of the board rested their weary heads. The party given by the Hibbards later that Saturday night in their beautiful ranch-style home more than compensated for the ruined hairdos, soggy clothing and muddy shoes resulting from the rough, but happy, weekend in Sacto!

Our Lil and her hard-working committee have just about got everything in order for the CAD convention here in Los Angeles August 28-31. It is going to be the BIG one . . . and next fund-raising event is scheduled for Saturday evening, May 3, at Tikis Restaurant in nearby Monterey Park. Jim Mohr heads a capable committee for the grand and gala evening which includes, in addition to Lil and husband Bob, folks like Millie and Paul Osterman, Janice and Earl Chisholm, Frances and Curtis Pasley, Ovaletta and Charles Cox, Pearl Weiner, Marcella Brandt and Jim's pretty wife, Yvette.

March 29 was a big date for local

bowling buffs. The Long Beach Second Annual Mixed Doubles Bowling tournament was held at Red Fox Lanes. Frank Luna of the Long Beach League was chairman, assisted by Glen Horton, Joanne Hamblin, Stan Olsen, Maudie Syphard, Jerry Fail, Calvin Tatum, Buddy Blankenship, Lenny Meyer and others from the LB group.

This year's Farwest Athletic Association of the Deaf's annual basketball tourney is just past and already big plans are shaping up for next year, 1970, which will be billed as the FAAD's silver anniversary. Herb Schreiber has accepted the chairmanship and is busily lighting a fire under localities by calling a meeting of prospective committeemen at the Roger Skinner home in Northridge.

Bill and Bunny White of Sacramento came to town the weekend of February 21, a CAD business trip for Bill and a holiday for Bunny, as guests of Mae and Kyle Workman over in Torrance. Once Bill and Kyle had the pressing business out of the way, a meeting with CAD President Dick Babb was in order, and so it was that Mae decided to turn it into a party for Bill and Bunny and invited their friends in for a cozy evening around the fireplace in the Workman's Playhouse—that-Kyle-built which was just the "thing" because, of course, sunny-soggy California was once again reeling under heavy rains.

While most of us fooled around with Kyle's newest plaything, a teletypewriter, Mae and Bunny cooked up a delicious pot of beans . . . yes, BEANS . . . to placate those of us who had missed out on Bunny's delicious baked beans up in Sacramento, no doubt! Invited to gather round and "Let it rain and be darned" were Mr. and Mrs. Miller and Mr. and

Mrs. Holcomb, Beverly and Henry Nunn, Lucy Sigman, Jerry Fail, Bea and Charles Varns, Dick Babb, Alfred Sonnenstrahl, Lil and Bob Skinner, Muffy Brightwell, as well as assorted children and the family dachshund, Lady. Muffy's Bill was unable to come but we enjoyed his "conversation" with Muffy and Kyle via the teletypewriter. 'Twas four ayem before folks remembered it was raining . . . and that broke up a most delightful evening. And so, once again, we sloshed home . . . another ruined hairdo, muddy shoes and soggy clothing, fully expecting a Coast Guard cutter to come throw us a line and tow the Caddy safe into harbor.

Frank and Carolyn Pokorak came to Los Angeles March 8 to take in the mixed doubles tournament at Wonderbowl sponsored by the Downey Bowlers. There they saw Joe Pruitt and Maxine Lincoln bowl 'em over for top prize money. The Pokoraks live and work up in Bakersfield but Los Angeles is still "home" to them.

Bill and Bunny White of Sacramento drove down Ole 99 again March 14, for the second time in less than a month, to stay with the Kyle Workmans while Bill assisted with the CAD-sponsored Civil Service tests for local printers at San Fernando Valley State College the morning of the 15th. Fourteen printers took the tests and many thanks from the CAD for their participation in the project.

Raymond Carter of Seattle, president of the Puget Sound Association of the Deaf, has been sending copies of the monthly bulletin. We find each of them to be most interesting; however, one thing has us dying of curiosity! In November, Ray reported that he had collected 472 MJB coffee lids; in December he had collected 511; in January he announced a total of 686; in February he had rounded up 784 and his report for March says he now has 849 lids from cans of MJB coffee! Please, Ray, won't you or someone up there write and tell us what it is all about?

Isabelle Issoglio, 69, passed away March 15 in a Glendale convalescent hospital where she had been a diabetic patient for a long time.

Iva DeMartini flew out of LA's International Airport March 13 bound for Florida where she was to join Elsie Reynolds for a couple of weeks and then visit her

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niece, Emma, in Texas and stop over at a few other locales on a month-long vacation jaunt.

Waverly Dyke really shook up his friends as well as wife Myrtle with that freak accident at his shoe repair shop in Bellflower the other day. Waverly's shirt sleeve got caught in one of the machines, resulting in some bad bruises including a severe cut on his forehead. From now on Waverly intends to wear only tight-fitting T-shirts while on the job.

Fred Klein did a fine job as chairman of the 16th Street Oral School alumni gathering at the Lutheran Church in Los Angeles March 9.

SouCal will still be on the map after this month, rain, taxes and earthquakes notwithstanding, so we're advising localites to buy their tickets for the CAD Convention Committee's big blast May 3 at Tikis in Monterey Park.

Connie Sixbery entertained at a double birthday party for Charles and Grace Townsend at the Long Beach Club the evening of March 21.

May 10th promises to be another big day in bowling circles with the Metro Bowling Association holding their tournament at Century Bowl in Lynwood all day. Trophies and awards will be given at the Golden West Club in South Gate that evening and three television sets will also be given away to lucky ticket holders. Metro Bowlers Don Nelson, Frances Ripplinger and Ivan Liming comprise the tournament committee.

Colorado . . .

The evening of February 15 found a good crowd of Colorado adult deaf at the Colorado School for the Deaf and the Blind in Colorado Springs watching volleyball and basketball games between the Colorado School and the New Mexico School for the Deaf teams. The volleyball game between the girls was won by the New Mexico girls, and they were presented a trophy. The basketball game between the boys was won by the Colorado boys, 98 to 54. Among the crowd who came up from New Mexico was Marvin Wolloch, a former Coloradoan whom everyone was glad to see. Following the game there was a party in honor of the New Mexico deaf at the home of Miss Allie Joiner.

February 9th found Bob Hoaglund and Mrs. Sandra Still leaving Denver for a week of skiing at Waterville, N. H., with the Eastern Deaf Skiers. They were marooned in Chicago for two days due to the heavy snowstorm in the East. Upon their arrival at Waterville, they found that their skis and suitcases were not on the plane due to a mixup when changing planes at Boston for New Hampshire. They were loaned ski clothes by some of the eastern deaf until their clothes and skis finally arrived a few days later. Both returned to Denver by plane February 15. They reported a large number of fans from the Eastern cities were at Waterville over the weekend to meet and mingle with the skiers.

Mr. and Mrs. Earl Long made an automobile trip to Florida during January. While there they visited the retired Rev. DeMaree and his wife, who left Denver some time ago to live in Florida.

Mrs. Donna Mog's grandfather, Arthur Muirhead, Jennings, Kans., passed away on February 22 from a cerebral stroke. He gave Donna away at her wedding last September. Francis and Donna, accompanied by Donna's brother from Littleton, drove to Jennings on February 25 for the funeral. Afterwards Donna flew to Lincoln, Neb., to be with her mother for a few days. Donna is now working as a cataloguer of books and non-materials for Cherry Creek District No. 5 and Southeast Metropolitan Board of Cooperative Services.

Garrett Nelson, formerly of Omaha and now of Tucson, paid a surprise visit to the Silent Athletic Club the evening of February 22. He was in town for a few days as the houseguest of Mr. and Mrs.

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Rea Hinrichs. Garrett is well-known among the deaf sports world as he was one of the all-star players of the Omaha and Council Bluffs teams in the MAAD and has played in the AAAD. Garrett had a bad accident a number of years ago while working for a sign company. As a result of falling upon live wires, he is not able to do heavy work. He is at present a boys counselor at the Arizona School for the Deaf. His wife and three children did not accompany him.

Among the deaf skiers going to Park City, Utah, for a week of skiing March 3 were Messrs. Ed Rodgers, Bob Hoaglund, Wayne Christopher and James Liese. Mrs. Sandra Still and Misses Irene Groat and Sandra Klein drove up in Irene's car while the men went by plane. Irene pulled a muscle which put her out of commission for a while and Sandra Still sprained her ankle which prevented her from skiing one day. Otherwise everyone had a good time. Sandra, Art Valdez, Rudy Kozuch and Sandra Mortenson made two trips to Salt Lake City during the week and even found time to ski over at Alta, another ski resort. Later during the week Bob Brooke, who has been hopping around in a cast, did not let anything prevent him from going to Park City to watch the skiers.

The Bethel Deaf Lutheran Church was the scene of a farewell reception for Mr. and Mrs. George Johnson of Golden, Colo., on Sunday, March 9. Mr. Johnson, a carpenter, worked on houses in the Broomfield area. The Johnsons are moving back to Illinois to go into business with his father.

March 15 was the big day for the Denver Ski Club of the Deaf at Winter Park. The weather was perfect with plenty of

snow. Those attending the ski outing were the Herb Votaws, the Richard Morris, the John Kilthaus, the Roy DeMottes, Howard Kilthau, Bonnie Kilthau, Walter and David Von Feldt, Nancy Wilson, Bobby Jo Martinez, Bill Krohn, Patty Draxler, Keith Longmore and his friend, Sandra Klein, Sandra Still and children Lloyd and Donna, Linda Garner and boys, Lloyd and Dick, Barbara Liese and son Johnny, Francis Mog, John Carlson, Verne Barnett, Ernest Kizer, Larry Shively, Mrs. Margaret Herbold and some kinfolk of Herb Votaw. Our thanks go to Herb Votaw who arranged the private car on the ski train.

Mr. and Mrs. Pete Reed who have been living and working in Denver since their marriage some time ago are still around even though they are not active in any affairs of the deaf. Mr. Reed hails from Iowa while his wife is a graduate of the Colorado School.

Missouri-Kansas . . .

On December 28, Mr. and Mrs. Billy Nedrow (nee Maude Weber) were surprised with a 25th wedding anniversary reception at the Kansas City Kansas Deaf Center. They went there to help with the XYZ Pocket Party but instead found many friends and relatives waiting to wish them many more happy days. The surprise was planned by Mrs. Ralph Williams and the two sisters of Mrs. Nedrow, Mrs. Dorothy Butler of Mesquite, Tex., and Mrs. Betty Fisher of Cedar Rapids, Ia. The plans for the reception began last summer when all were in town, and it was a well-kept surprise, too.

The Nedrows were married December 5, 1943, at the Holy Name Rectory in Kansas City, Kans. In those days they

traveled about in a street car and just rode to their apartment after the wedding. Mr. and Mrs. Thaine Ayers of Olathe were their witnesses. No celebration followed, not even a wedding picture. The Nedrows claimed they started out with only \$10. Now Billy has his own business, a cabinet shop under the title of Welborn Wood Products. He has been a cabinet-maker since he was 12 years old. He first worked with his father, also a cabinetmaker in Sabetha, Kans. They have a son and a daughter, Jimmy and Dorita. Jimmy and his wife, Kathy, have two daughters.

Hostesses of the event were Mrs. Mary Williams, Mrs. Dorothy Butler, Mrs. Betty Fisher, Miss Geogetta Graybill, Dorita Nedrow, Mrs. Kathy Nedrow, Mrs. Margaret Ayers, Mrs. Jo Ann Brown, Mrs. Lillian Brunke, Mrs. Jean Carr, Mrs. Gwen Goetting, Mrs. Jane McPherson, Mrs. Gloria Morris, Mrs. Rosalyn Randall, Mrs. Illene Reilly, Mrs. Betty Searles, Mrs. Icel Stokes, Mrs. Louise Steinhauer, Mrs. Debbie Weber, Mrs. Esther Whitlock and Mrs. Rose Zlatek.

Cecil Alms of Independence, Mo., assumed the presidency of the Greater Kansas City Advisory Council of the Deaf on December 16 at a meeting of board members held in Olathe. Patrick McPherson of Kansas City, Kans., was elected vice president and Leslie Hall of Grandview, Mo., was elected treasurer. Fred Murphy of Olathe is recording secretary for a third term and Jim Ponder of Kansas City, Kans., corresponding secretary for a fourth term.

Maurice Blonsky, 59, a lifelong resident of Kansas City, Mo., died at home on December 8, 1968. He attended the Madison School and graduated from Central High School. He was a bookkeeper for the Gas Service Co. for 40 years. He leaves his wife, Jeannette Blonsky, a son, Melvin, and a daughter, Mrs. Harriet Slotnick.

Merrill Pepperd, 70, of Genesco, Kans., passed away on January 5, 1969. He graduated from KSD in 1920.

Mrs. Tonio Frumento (nee Gladys Bennett O'Brien, a former Kansas Citian) of Monticello, Calif., died on January 1. She was 58 years old. Survivors are her husband, Tonio, a son Paul O'Brien, a daughter, Jane O'Brien, and two grandchildren.

Andrew F. Weber, 78, of Kansas City, Kans., passed away on January 22 of a heart attack. He had been in the hospital from January 14 to January 21 when he was taken home. Surviving are two sons, Adolph W. Weber and Vincent Weber; three daughters, Mrs. Maude Nedrow, Mrs. Betty Fisher and Mrs. Dorothy Butler; two brothers, August Weber, Sr., and Joe Weber; three sisters, Mrs. Emma Judge, Mrs. Anna Randall and Mrs. Mary Basgall. He attended the Kansas School for the Deaf.

Joseph C. Bowman, 53, of Wichita, died of a heart attack on January 22. He leaves his wife and two daughters.

On his recent vacation William Priem went to El Paso, Tex., Yuma, Ariz., and

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San Diego, Calif., and crossed over into Old Mexico. He then visited Las Vegas, Nev.

New officers of the St. Cadoc Deaf Society at Olathe: Albert Carr, president; Don Gray, vice president, and Mrs. Ralph Williams, secretary-treasurer.

Mrs. Stanley Ferguson was taken to the Olathe Community Hospital on January 23 after suffering a heart attack. She is recovering satisfactorily.

Harry Kellner is staying with one of his daughters, Mrs. John R. Miller, and family in Kansas City, Mo. His left leg and small toe on the right foot were amputated on May 20 due to his diabetic condition. He had another operation October 5. He says his health is very good except for his right foot. He is now 84 years old.

Lester Jones, 32, suffered a heart attack and spent three weeks in Menorah Hospital. He works for the Meyer Creamery Co.

Miss Mary Ridley and Don Gillham became engaged last November and have set their wedding date for April 26.

Washington State . . .

It has been some time since the Washington State has been represented in the news. A resume of what has transpired during recent months follows:

The vocational rehabilitation offices for the deaf moved the last part of January to the Republic Building at Fourth and Pike Streets.

Current officers of Seattle NFSD Div. No. 44: Bernard Pederson, president; C. Thoms, vice president; H. Hannula, secretary; Oscar Sanders, treasurer; and S. Engine, director.

Inga Herbold has moved to Los Angeles to live in Pilgrim Towers.

Huessy Cookson has been in ill health most of the past winter and hospitalized off and on. His eye, on which surgery was performed, still gives him trouble. Huessy has retired from Boeing. The Cooksons have sold their property and will be moving soon.

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Commission Offer Extended

Cooperating Member (state) Associations of the National Association of the Deaf can continue to earn \$1.00 for each new subscription to THE DEAF AMERICAN (and 75c for each renewal) through December 31, 1969. The original offer was good until April 30, 1969.

Folks hereabouts will be seeing more of the Carl Garrisons now that they have moved to Seattle.

Raymond Carter was reelected president of the Puget Sound Association of the Deaf at the February meeting. He is now serving his fourth straight term.

Mr. and Mrs. Robert Merlino welcomed their fifth child, Laurie Ann, March 10.

Carol Ann Beardsley became the bride of Jerry Gillum February 15. He is a graduate of the Oregon School.

The engagement of Fale Shepherd to Donald Sard has been announced. A late summer wedding is planned.

Barbara, the daughter of Mrs. Bernice Stack, was married March 14.

The fourth annual masters bowling tourney, sponsored by the Portland Bowling Club, took place in Portland February 8 with Daryl Schreiner winning the championship over Hokanson.

Rochelle and Brian Schnebele especially enjoyed the weekend of the Northwest Bowling Association Tournament in Salem as houseguests of Pat and Jack Graham.

Mrs. Viola Mauler recently underwent surgery for the second time but it was only minor.

Mrs. Hildegard Gilliam's son and his German-born wife lost their newborn baby, a girl, who lived only 18 hours.

James Randall and family flew east to Kansas to attend the funeral of James' mother who was fatally injured in a car-train accident.

Dewey Deer and Esther Deer are planning a trip to California in April.

Jody and Richard Bertling have purchased a home within walking distance of St. Joseph's School.

News from Washington State may be sent to Mrs. Ken (Aletha) Whitney, 600 S. E. 102nd Avenue, Portland 98664 or to Ray Carter, 8513 Wallingford Avenue, N. Seattle 98103.

FOURTH OF A SERIES

PR

is an abbreviation for
P-u-b-l-i-c R-e-l-a-t-i-o-n-s

Each month our PR office mails out hundreds of news releases. Many of these releases are printed in newspapers all over the country. We are trying to do our small share of educating the general public about the deaf and deafness. (Of course, we're also trying to tell the world about Gallaudet College!).

Deaf Public Relations involves more than just news releases, however. Everyday behavior . . . work habits . . . exercising voting rights . . . community participation . . . anything that involves contact with other persons is public relations. Public relations involves ALL OF US. We have a tremendous selling job to do.

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Editor's note: The following account of the first school for the deaf in the United States was published in the Georgia School for the Deaf's "Once a Week" in the 1890s. It was clipped by the Rev. Thomas W. MacIntire while he was superintendent of the Indiana School for the Deaf. The scrapbook from which the story was copied was kept by Mrs. MacIntire and passed on to the Indiana School after her death.

THE COBB SCHOOL.

The First Known Institution for the Deaf in America.

Its History -- Its Failure Due Solely to Bad Management by Braidwood.

"Cobbs," in Chesterfield County, Virginia, was the residence of Col. William Bolling, sixth in line of descent from Pocahontas, where in the year 1812 the first attempt to educate the deaf in America was made. Col. Wm. Bolling, who had had two brothers and a sister educated at Braidwood's school, Edinburgh, Scotland, 1775-83, (the first American deaf-mutes known to have been educated), employed John Braidwood, Jr., a grandson of his brothers' preceptor, to start a school at Cobbs in order to have two of his children, who had been born deaf, educated.

The school had six or seven pupils, one of whom was St. Geo. Tucker, a nephew of John Randolph.

William Bolling, a son of Col. William Bolling and the first pupil of the Cobbs school, made a drawing of his "Alma Mater" in the year 1816, from which the picture was taken.

W. A. BOWLES.

LETTER II.

Virginia Institution for the Deaf and Dumb and the Blind.

STAUNTON, March 4th, 1842.

To the Editor of the Southern Church.

Dear Sir:—It is generally, but erroneously supposed that the first experiment in teaching the deaf and dumb was made in this country at Hartford, Connecticut. The ensuing letter addressed to me at my solicitation, by Col. William Bolling, of Goochland County, shows that a vigorous attempt to accomplish that philanthropic object was made at an earlier date in Virginia. The attempt failed. It failed not for the want of ample encouragement in the shape of money and pupils, but through the unfaithfulness of the teachers. It failed, therefore not for reasons which detract at all from the enlightened and persevering benevolence which originated the enterprise. It failed through causes, derogating in the least from the honor thus acquired by a citizen of Virginia of first establishing on this

western continent an institution for the deaf and dumb.

(Signed)

JOS. D. TYLER,
Principal.

BOLLING HALL, Dec. 10th, 1841.

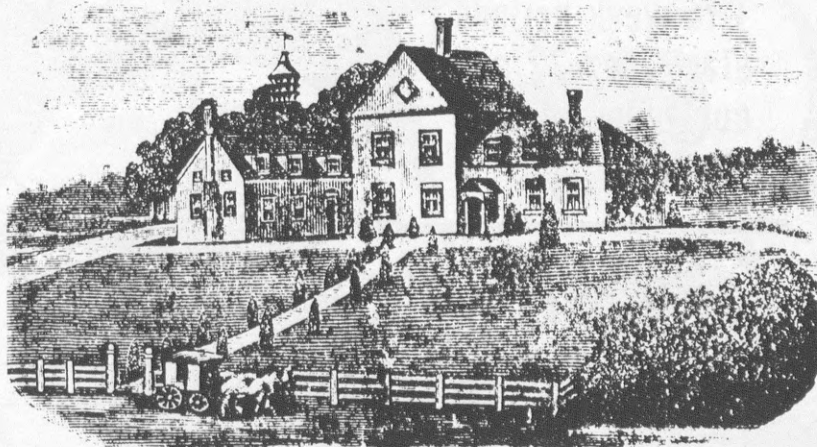
Rev. Jos. D. Tyler, Principal, D. D. and B. I., Staunton, Va.

My Dear Sir:—Before entering into the circumstances relative to my attempt, the first that had been made in the United States to establish an institution for the deaf and dumb, it may be interesting to you to be informed of the education of two brothers, John and Thomas, and that of my sister Mary, who were all born in that situation. John, oldest, was sent by my father in the year 1771, to Edinburgh, and placed under the care and tuition of Thomas Braidwood. Thomas and Mary followed him in 1775. They all remained at his school during the Revolutionary War and all returned to Cobbs, in Chesterfield County, Va., the then residence of my father, Major Thomas Bolling, in July, 1783. John died about three months after his return. Thomas's acquirements were most extraordinary. He was a ready penman of nice discriminating judgment, of scrupulous integrity in all his transac-

tions, his intelligence and tact in communication such as to attract the attention, entertain and amuse every company in which he associated with the manners of the most polished gentleman. His articulation was so perfect, that his family, his friends and the servants understood him in conversation, or in reading aloud as well as they could any person; and he possessed the faculty of modulating his voice from a low whisper to a loud call. No person would understand him at first; every one would more or less perfectly in proportion to the time they were together and the desire felt to do so. My sister's acquirements were equal to his, though her voice was not so pleasant; yet she was cheerful, intelligent, entertaining and industrious. She died in 1826. My brother in 1836, in the 70th year of his age.

Soon after the return of my brothers and sister, the Braidwoods moved their institution from Edinburgh to London.

In the spring of 1812, John Braidwood, a grandson of my brother's preceptor arrived in the city of Washington. The late Gov. Pleanants, of this county, then a member of the House of Representatives from this district, knowing the situation of my family, immediately informed me thereof: by my solicitation, Braidwood visited me in the month of May in this year. His plan was to rent a suitable house in Baltimore, hire servants and procure everything necessary to board all his pupils. War having been declared by the United States against Great Britain, he was thereby, as he said, cut off from receiving remittances from London. The fact was he had no funds. He claimed that several gentlemen in Philadelphia and Baltimore had engaged scholars to him, (which was not the fact), and each had promised to advance him \$600, to enable him to establish his institution. I accompanied him to Richmond and placed that sum in his hands, with the understanding when we parted, that his institution would open on the 1st of July following, and that in the meantime he would write to me every week or ten days. I heard nothing from him till the month of October following, when I received a letter from him dated in the jail of New



THE COBB SCHOOL BUILDING.

York. He had associated himself in Richmond with a young Englishman, recently arrived, who imposed himself on the public as the son of a nobleman. They went on together to Washington, Baltimore, Philadelphia, etc., moving in high style, until the whole of my money was squandered. Having gotten in debt, Braidwood fled to New York, where he was pursued, arrested for debt, and committed to jail in this miserable situation. He applied to me for relief; he said he was arrested for that nobleman's debt, for which he was in no wise liable, yet before he could be released it would be necessary for me to establish a credit in some responsible house there, for the sum of \$400, to discharge the judgment, should one be obtained against him and that \$200 more would be required to pay his jail fee and defray his expenses to my house, which, if I would do, he would return, take charge of my son, and remain with me until I should be compensated for those advances. Contrary to the advice and opinion of all my friends, I determined to make one more effort to obtain his services, negotiated the credit as required, and remitted the money to him. Judgment was recovered against him, and the money paid, but he complied with his promise and returned in November, 1812, took charge of my son and was faithful and diligent; exhibiting unequivocal evidence of his qualifications in his profession, and admitted

my son's extraordinary capacity to receive instruction, whose progress was truly gratifying, until the following summer, when being in command of a troop of cavalry of this country, I was ordered to Norfolk, where I remained six months in military service; from this time he began to relax, and on my return had almost abandoned his duties in the neighborhood in Peterburg, ten miles distant, he relapsed into his former habits of neglect, dissipation and extravagance, became largely indebted to the merchants of the place, and suddenly abandoned the institution and fled to the north; did nothing, and in 1818 returned to Richmond, penniless, friendless, and scarcely decently clad. Again he applied to me, and again I went to his relief by forming a connection between the Rev. Kirkpatrick, then residing in Manchester, and himself. I again sent my son to him, under the care of Rev. Kirkpatrick. They had five other pupils, and he conducted himself for about six months, to the entire satisfaction of Rev. Kirkpatrick but before the third quarter ended, Braidwood's conduct was such as to oblige Rev. Kirkpatrick to dissolve all further connection with him. After this he became bar-keeper in a tavern in Manchester, where he died, a victim to the bottle, in the year 1819-20.

In conclusion, my dear sir, I have only to add, that this communication has been extended far beyond my intention when

I commenced it; while I might say much more, it has been a painful task to say as much of a person now no more. I submit it to your discretion to make such use of it as may be desired in your proposed publication on the subject, either in extracts or otherwise, with authority to refer to me by name, for all the facts which I have stated.

With high esteem and friendly regard,
WILLIAM BOLLING.

The details given by Col. Bolling respecting his brothers and sister are interesting in themselves, and peculiarly so as giving so far as we know, the earliest instances of American deaf-mutes receiving an education.

JOS. D. TYLER.

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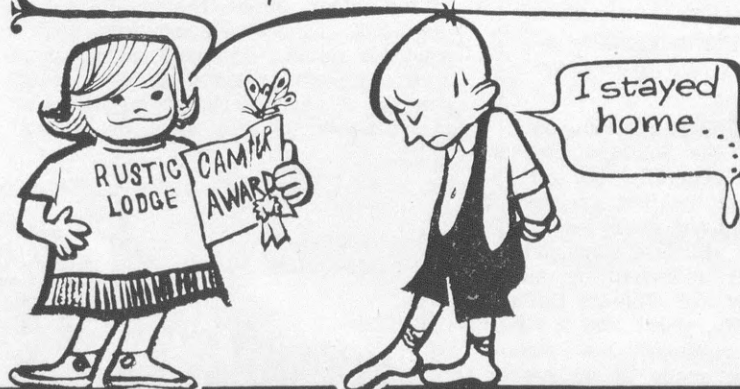
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This presentation of the many facets of the National Technical Institute for the Deaf program is an undertaking which represents the joint efforts of the faculty and staff following a visit to the RIT-NTID facilities by the Editor. We are grateful to Dr. D. Robert Frisina, vice president for NTID, for his cooperation and to John W. Cox, public information officer, for assembling the various components of the overall story.

The Editor.

THE NTID STORY

The National Technical Institute For The Deaf

The National Technical Institute for the Deaf was established in 1965 by Public Law 89-36 to provide deaf citizens an opportunity for postsecondary education and training which is unique both in the United States and in the world.

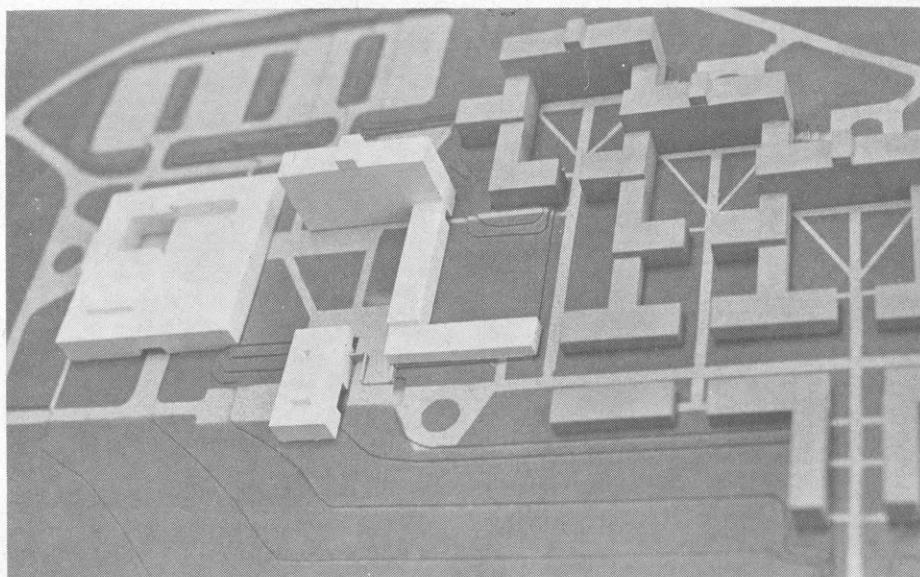
NTID prepares deaf persons for successful employment by providing postsecondary technical training and education (Public Law 89-36, Section 2); as such, it emphasizes confidence that deaf students can progress to the technician, semi-professional and professional levels in science, technology and applied arts. NTID is an integral part of a long-standing institution of higher learning (Public Law 89-36, Section 5), the Rochester Institute of Technology (RIT); as such, it is the first large endeavor in the world to educate deaf students at the postsecondary level within a predominantly hearing college community.

By all intents of Public Law 89-36, NTID is to be a model institute for the deaf; as such, it provides maximum flexibility in curricula and encourages all such originality, imagination, and innovation as will satisfy high levels of aspiration of deaf students. To do this, the plans and operations of NTID are based on the premises that NTID must be the standard setter for technical and vocational training of deaf people generally and that tomorrow's problems for the deaf cannot be solved with yesterday's standards. To create the model, the program now underway and all future programming will incorporate the most recent thinking in educational procedures and technology.

As well as being an educational center for deaf students, NTID is also a service center to prepare the deaf for full participation in community living; it is a training center to assist in developing professional manpower to serve the deaf; and a research and demonstration center to influence education of the deaf in general.

Special faculty and personnel are provided for interpreting, tutoring and note-taking services and for such additional support services as speech, hearing and language services; counseling and guidance; and placement.

Much has been done and is continuing to be done in the way of 1) development of educational specifications and program requirements; 2) selection of professional personnel; 3) institution of training programs to prepare new and present staff and students of RIT to participate in the programming for deaf students; 4) utilization of staff and consultants in the de-



Model of planned facilities for the National Technical Institute for the Deaf are in white at the left, with the Rochester Institute of Technology buildings at the right in contrasting shade.

velopment of a comprehensive educational program, which includes modern educational technology, to facilitate the integration of deaf and hearing students within RIT; 5) production and collection of instructional materials; e.g., books, films and reference materials, with special emphasis on the production of new materials in visual communication essential for the deaf; 6) the establishment of a research framework which will facilitate broad dissemination of developments at NTID, increase the successful education and employment of NTID deaf students and other deaf students wherever taught, and provide for evaluation of NTID programs and procedures, including educational methodologies; and 7) undertaking publicity programs about NTID admissions policies.

During February and March of 1968, 105 RIT student leaders were given a training and orientation program by NTID. In the spring of 1968, 57 community representatives from business, industry, education and the general public participated in an evening program series dealing with communication and deafness. An intensive six-week full-time summer institute for 50 new and existing RIT and NTID faculty and staff was offered in June and July 1968 by NTID to ready RIT for the enrollment of a pilot group of deaf students in September 1968. A 55 clock-hour orientation program for 34 RIT residence hall advisors was conducted in September. During the month of September 65 non-teaching RIT staff members attended an NTID orientation training series dealing with the communication and educational aspects of deafness.

In September 1968 a pilot group of 70 deaf students was admitted into courses of study as the first phase of an interim program which will be provided for deaf students until NTID facilities are constructed. The NTID professional staff presently includes educational specialists,

tutors and interpreters who are available to facilitate the integration of these students into existing study programs at RIT. In addition, RIT students have volunteered to serve as notetakers for many of the deaf students.

The deaf students were selected on the basis of their considered potential for successfully completing a study program. As a pilot group of students, they will be carefully observed for the purposes of refining admissions procedures and of better defining the special educational needs of deaf students for postsecondary technical and vocational training.

As this year of activity has progressed, continued attention has been given to the planning of additional study programs for deaf students which correlate with both their needs and the job demands by industry; to the development of preparatory and remedial programs which will help correct deficiencies in the educational background of certain deaf students before they embark upon technical study; to help students in program selection; to develop arrangements with industry to provide cooperative education as part of work study programs for the deaf; to study the use of computer technology in the development of curricula; to study the potential use of instructional television; to develop further tutorial and interpreter services; to refine the audiology, speech pathology, and language training programs; to continue the orientation of RIT faculty, staff and students regarding deafness; and to initiate the development of a job placement program.

The NTID facilities will be built on the new 1300-acre campus of the Rochester Institute of Technology (RIT), chosen in 1966 to serve as the sponsoring institution for NTID. They will be given a prominent location on elevated ground which is just north of the newly constructed dormitory-dining hall complex of RIT. This lo-

OUR COVER PICTURE

The picture of Rochester Institute of Technology and National Technical Institute for the Deaf students shown on this month's cover is the work of Ed Holder, a first year enrollee in the School of Photography. He is a graduate of the Illinois School for the Deaf from Elmhurst, Ill.

cation was selected not only to give special visibility to NTID facilities but also to help foster social integration of deaf students with their hearing peers.

The general requirements for facilities for NTID include an academic-special services complex, dormitories and a dining hall-commons which is in accord with the **Policies, Guidelines, and Application Procedures** prepared by the National Advisory Board for the Establishment of NTID and found in the **Federal Register** for April 1966.

An academic-special services complex is planned to house 1) all classroom, faculty office, storage, laboratory and library spaces associated with those instructional programs and special instructional support services devised specifically for the deaf students, including computer assisted instructional programs; 2) offices needed for student planning activities, including program sampling, program selection, evaluation, counseling and guidance services and job placement; 3) offices for administration; 4) a fully operational hearing and speech center; 5) special spaces for specialized training programs for graduate students, interns, RIT personnel and other special groups (requested by Public Law 89-36); 6) offices and laboratories for the program of organized research (also requested by Public Law 89-36); and 7) a multi-purpose auditorium-theatre.

Dormitories are planned to contain bed spaces for a total of 750 students and some 30 residence advisers. Dormitories are planned to accommodate special spaces for study carrels, for counseling, for student-faculty inter-relationships and for the training of interns.

A dining hall-commons will house a dining area and a foyer-lounge. It will serve the deaf not only as a dining place but also as an abbreviated NTID student union. It is conceived for 475 seats to accommodate 950 persons in two sittings.

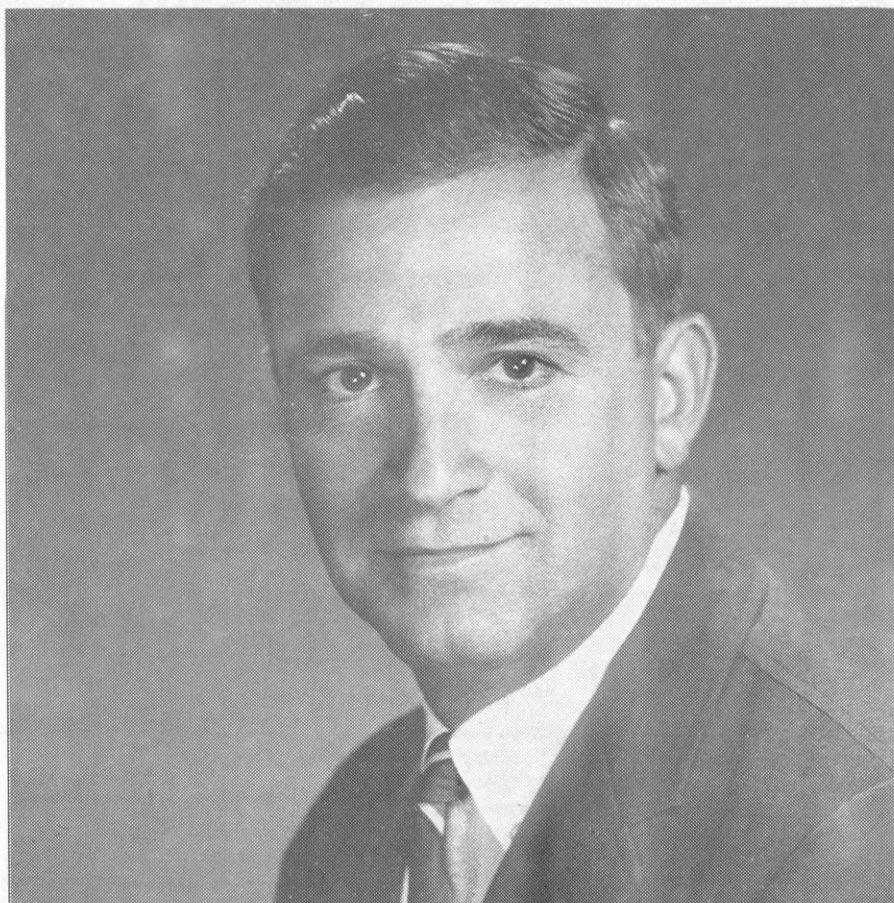
Throughout these facilities control of outside sounds, of reverberation of sound inside rooms, of vibration and of lighting conditions is essential to successful participation of deaf students. Such control will be achieved with construction which will involve reinforced concrete, sound-proofing, air conditioning, solid-core doors and replicated walls.

The facilities are conceived to provide for 750 deaf students, employing such design, construction and equipment as will be most conducive to effective learning and living by them.

The architects have been commissioned to draft preliminary drawings of the proposed facilities and the office of the vice president for NTID has prepared for the architect the detailed program of requirements. Preliminary drawings will be reviewed by the Secretary of Health, Education and Welfare early in fiscal year 1970 immediately after which time final drawings will be produced by the architects.

The National Advisory Group for NTID

By Public Law 89-36 the Board of Trustees of RIT, subject to the approval of the Secretary of HEW, was required to



NTID HEAD—Dr. D. Robert Frisina is vice president of Rochester Institute of Technology for National Technical Institute for the Deaf. A native of Pennsylvania, he obtained his B. A. from Westminster College, Fulton, Mo.; his M. A. from Gallaudet College; and his Ph.D. from Northwestern University. After service in the Air Corps, he was connected with the Missouri School for the Deaf, Kendall School, Northwestern University and Gallaudet College, where he was dean of the graduate school at the time of his selection to head NTID. He is married and has five children.

appoint a National Advisory Group (NAG) to advise the vice president of RIT for NTID in formulating and carrying out the basic policies governing its establishment and operation. The original NAG was appointed for a one-year term which ended June 30, 1968. That same group has since been reappointed for a period of three years.

The NAG meets two or three times a year (1) to review progress in NTID planning and implementation and (2) to provide advice and counsel. Two members of the NAG are also members of RIT's board of trustees. Two members were also members of the secretary's National Advisory Committee on the Establishment of NTID. They were selected to provide continuity in the establishment and operation of NTID. The Assistant Secretary of Education, HEW, is an ex officio member. The chairman of the board of trustees and the president of RIT participate in the meetings of the NAG and all vice presidents of RIT are invited to do so. Neither RIT nor HEW are bound by the advice of the NAG, but history thus far demonstrates that RIT has found its counsel most constructive.

Liaison with HEW

Congressional Review of the NTID Budget for fiscal year 1969. A preliminary budget request for 1969 and a five-year

NTID Advisory Group

Dr. Lynn Bartlett (ex officio), Assistant Secretary for Education, Department of Health, Education, and Welfare.

The Honorable Hugh L. Carey, Representative 15th District, New York.

Mr. Alexander D. Hargrave, member Board of Trustees, RIT, Rochester, N.Y.

Mr. Ben E. Hoffmeyer, Superintendent, North Carolina School for the Deaf, Morganton.

Mr. James N. Orman, Jacksonville, Ill.

Dr. George T. Pratt, President, The Clarke School for the Deaf, Northampton, Mass.

Mr. Fred Purcell, International Association of Machinists and Aerospace Workers, Utica, N.Y.

Mr. Gustave H. Rathe, Director of Education, International Business Machines Corporation, White Plains, N.Y.

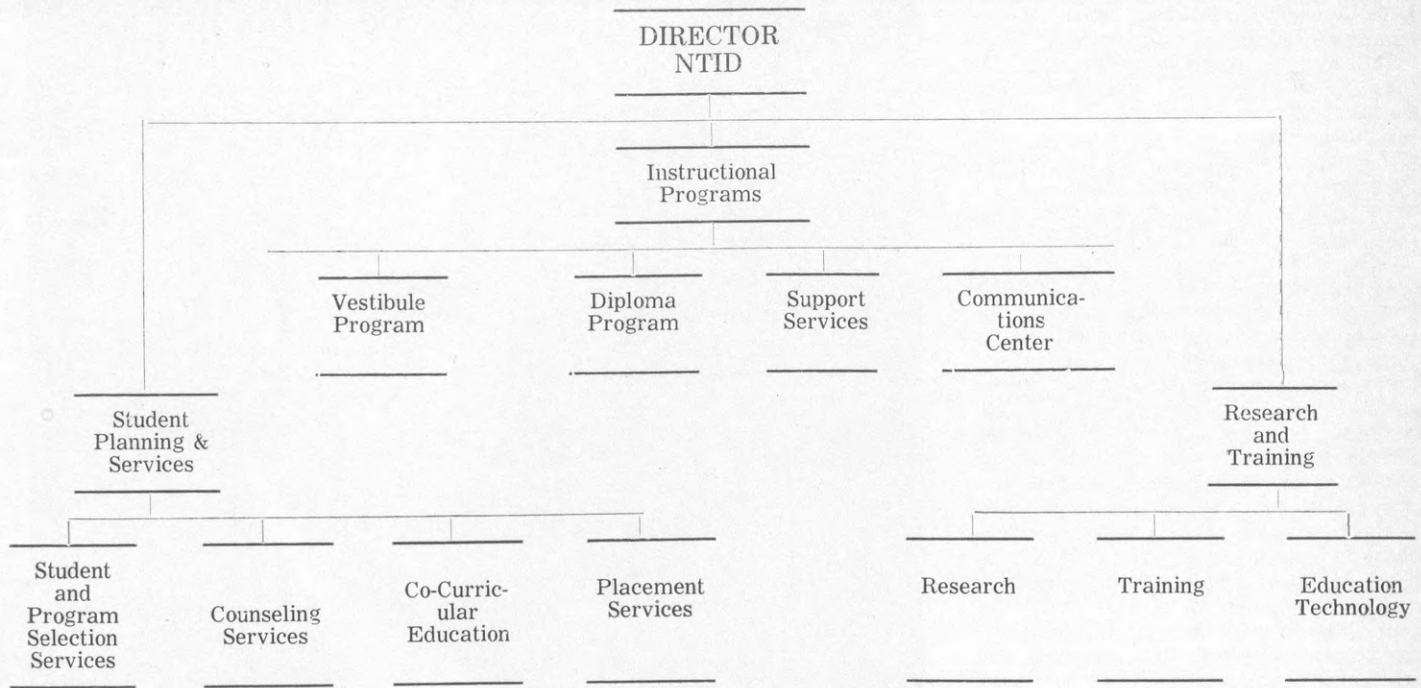
Mrs. F. Ritter Shumway, member Board of Trustees, RIT, Rochester, N.Y.

The Honorable Mary E. Switzer, Administrator, Social and Rehabilitation Service, Department of Health, Education, and Welfare.

Mrs. Homer Thornberry, Austin, Tex.

Dr. Ralph W. Tyler, Science Research Associates, Inc., Chicago, Ill.

NTID Organizational Chart



projection had been submitted to HEW in June 1967. This request was reviewed with personnel at HEW between then and August 15, 1967, at which time the specific budget request for 1969 was forwarded to HEW. The request included both operations and construction funds, the latter having been based on physical plant requirements to accommodate an eventual enrollment of 1000 deaf students.

President Johnson's request for curtailment of funds for 1969, announced in September 1967, was reflected by the Budget Office of HEW to RIT in November 1967. This resulted in elimination by HEW of the request to Congress for construction funds for 1969 with the understanding that all construction funds needed would be requested by HEW in 1970. Operations funds requested by HEW of the Bureau of the Budget (BOB) in the amount of \$1,105,000 were reduced by BOB to \$762,000. In recognition of this reduction, a temporary slowdown in 1968 operations expenditures was necessary in order to continue development of NTID through 1969.

The hearings of the House Appropriations Subcommittee for considering 1969 budget were originally scheduled for March 27, 1968. Circumstances required the hearings to take place on March 25, with little advance notice, which precluded RIT representation. The House Appropriations Subcommittee recommended an appropriation of \$762,000 for 1969 which was later passed by a vote of the full House of Representatives.

Hearings by the Senate Subcommittee on Appropriations took place on May 10, 1968. Dr. Frisina and Mr. Benz, vice president of RIT for business and finance, represented RIT at that time. That Subcommittee approved the \$762,000 appropriation, and it was passed by a vote of the full Senate.

The Sponsoring Institution: Rochester Institute of Technology

A rich heritage has emerged from the 139 years of Rochester Institute of Technology's history, guided by generations of outstanding educators and able administrators.

It began largely through the efforts of Colonel Nathaniel Rochester and others who, in 1829, formed the Rochester Athenaeum for the purpose of improving the cultural life of the frontier village of Rochester, through forums, concerts and lectures.

Almost 60 years later, on October 1, 1885, a group of Rochester businessmen established the Mechanics Institute, to

offer evening courses for workmen desiring greater proficiency in the booming post-Civil War economy.

In 1891, the young and growing Mechanics Institute and the more middle-aged Rochester Athenaeum consolidated, forming the Rochester Athenaeum and Mechanics Institute, which provided the solid foundation for subsequent developments.

Two decades later, in 1910, the institute felt the need for a stronger central organization, and Carlton B. Gibson was named first president. During this time the school pioneered the work-study plan. This program remains the oldest such cooperative education plan in New York State and the third oldest, continuous co-op plan in the country. The cooperative plan is utilized in the College of Applied



Arthur L. Stern (standing), chairman, Rochester Institute of Technology board of trustees, and Mark Ellington, president, RIT.



NTID Interpreter Elizabeth O'Brien chats with James N. Orman of the Illinois School for the Deaf, a member of NTID's National Advisory Group.

Science, Business and Science and provides two years of actual work experience by the time of graduation.

Developments in the more recent past include the introduction in 1926 of the Management Program, designed to provide training for men and women with supervisory responsibilities in business and industry.

Another significant event during this era was the founding of the Department of Photography in 1930. The Institute was enlarged considerably in 1937, when the Empire State School of Printing, established in Ithaca, N.Y., by the New York State Publishers' Association, became part of the school.

The name was officially changed to Rochester Institute of Technology in 1944 to reflect the broadened scope of educational opportunities at the school.

In 1950, the Graphic Arts Research Department was established, the largest college-based center of its kind in the nation. This facility disseminates printing and communications information throughout this country and Europe.

The postwar years saw rapid growth in enrollment and during this period RIT became the first school in New York State authorized to grant the associate in applied science degree. Authorization to grant the bachelor of science followed in 1953, the bachelor of fine arts in 1954, the master of fine arts in 1959 and the master of science in 1963.

The complete transition from the old downtown campus to the present site on Rochester's southern edge came in 1968, following a \$60 million building program that saw construction of more than 13 separate facilities, including full provision for campus living.

With the beginning of this new era in RIT's history comes a renewed enthusiasm for future growth and accomplishments, equalling and even exceeding those of the past 140 years.

Instructional Affairs

The Division of Instructional Affairs for NTID has responsibilities for four general activities: 1) the vestibule (preparatory programs); 2) the diploma-certificate programs; 3) educational support services for students in advanced study programs; and 4) the programs for improvement of communication skills.

This division is charged with the responsibility for planning and supporting the academic programs of each deaf student. The instructional programs will be flexible, making it possible to meet the particular needs of individual students.

Opportunities will be made available for deaf students to obtain college preparatory or remedial training in English, reading, mathematics, science and social science. For some, specially designed courses in humanities, government, history and economics will be taught. For others, comprehensive support curricula will be provided which are designed to prepare them for advanced study at RIT or elsewhere. For each student, instruction will be provided in some major technical and vocational field which reflects a current national need and which meets the interests of the student. In addition, appropriate instruction for the improvement of both receptive and expressive communication will be provided for everyone.

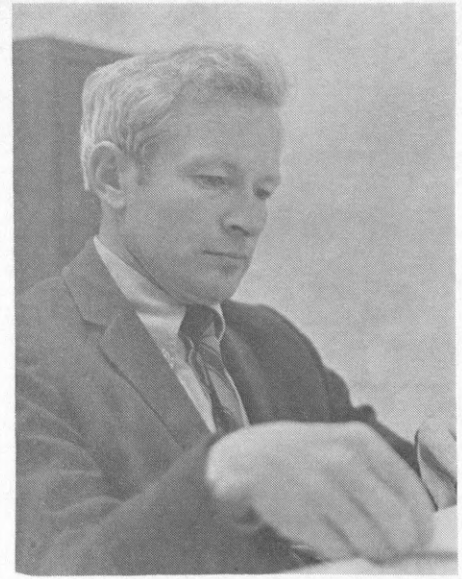
Flexibility is the key word for study programs at NTID. Basic academic programs will be planned for a deaf student within NTID, with cross registration into all ongoing RIT study programs being possible as options in such planning.

The primary administrator for special NTID academic programs and speech, hearing and manual communication services is the Director of Instructional Affairs. At present Dr. William E. Castle is acting in this capacity. As such he is a member of the RIT Deans' Committee and has formal communication and liaison lines with the Vice President of RIT for Academic Administration, all academic deans, the dean for admissions and the head of the library. The instructional programs will be staffed on the basis of a student/faculty ratio of about 10/1.

Communication Skills

The program for the improvement of communication skills as conceived for NTID will include attention to 1) speech production skills; 2) speech reading skills; 3) audiological testing; 4) hearing aid evaluations; 5) aural rehabilitation; 6) the coordination of interpreter services; and 7) research in speech analysis, speech perception psychoacoustics and electroacoustics as such research applies to the improvement of communication skills for the deaf.

In the temporary facilities for NTID, most of which are located in the College of Applied Science, two hearing and speech specialists are already at work dealing with speech production, speechreading, auditory training and hearing aid evaluations for the deaf students. They are Miss Maureen Lynch and Mr. Nick Orlando.



Dr. William Castle, assistant to the vice president for NTID.

An audiology test suite has been set up and equipped for testing and research purposes. And a Joint Advisory Committee for Communications Research has been established in cooperation with the Department of Electrical Engineering at RIT. The committee has already fostered the development of specific visual feedback systems for use with the deaf students and will be concentrating its efforts on technological devices for improvement of communication and education for the deaf.

As more deaf students come to RIT, NTID's program for communications will expand. It is expected that there will be one hearing and speech specialist for every 50 deaf students. In addition the program will include a director, an assistant director for speech pathology and assistant director for audiology, three additional audiologists, a research team, a coordinator for interpreter services and several interpreters.

NTID's Vestibule Program

A unique feature of NTID is the vestibule program. Although this program is similar in some respects to a regular college preparatory program, it is at the same time different enough in scope and in purpose so as to deserve being called "vestibule."

The purpose of the program is to prepare the individual students for either their college or diploma careers. It will feature such traditional high school courses as English, science, social studies and mathematics. Various levels of each subject will be offered so as to enable the individual student to enroll in the course at his own level and to continue in the course until his need has been satisfied. It is entirely possible and expected that some students will be taking degree or diploma level courses while at the same time taking vestibule courses in areas in which they are deficient. With such flexibility, NTID feels that it will be possible to guide the student to a realistic

goal with regard to his ambitions and abilities.

Another feature is the career planning program. The purpose of this is to help the student decide upon a career objective as early as possible so that a program can be designed to help him realize his goal in the shortest possible period of time. The vestibule program will include a number of elective courses in such areas as electronics, mechanical drawing, art, computer science, mechanics, photography, accounting, graphic arts and others to give the students an idea of what these fields are like as well as to introduce some of the basic skills each of these fields require. Lectures, individual counseling and visits to various industries will be included in this program.

In mental hygiene, the students will have both individual and group counseling with emphasis placed on such areas as general personality growth, factors which contribute to mental health and practical application of these concepts in everyday life. These are in addition to a required course in orientation to college life.

Members of the faculty for the vestibule program will be teachers who are trained to teach the deaf. They will all be given RIT faculty rank and will be given representation on the faculty council.

Diploma Programs

In September 1969, four one-year programs will be offered for the purpose of providing comprehensive training for young men and women who desire a working knowledge of the principles and practices of specific occupation. The primary objective in these courses will be to develop basic job skills for deaf students. These will be called diploma certificate programs.

The four diploma programs available for September 1969 will be: 1) machine tool operation, 2) architectural drafting, 3) mechanical drafting and 4) office practice and bookkeeping.

Trade practices will be observed



Dr. Jack R. Clarcq, director of student planning and services, NTID.

throughout all diploma programs and emphasis will be placed on the performance of practical jobs in shops and laboratory work. The related instruction will cover work in the fields of mathematics, theory, blueprint reading and human relations. Shop instruction will be given on an individual basis.

Secondary level education is desirable but not required for entrance into the diploma programs. Students should demonstrate, throughout their training, adequate mental capacity and manual dexterity to assure the successful completion of their courses.

Applications for admission are carefully reviewed by the admissions committee to determine the eligibility of the applicant. The determining factors are the individual's educational achievements, work experience and previous vocational, technical or other training.

Curricula for additional diploma programs are presently under exploration for such areas as: 1) photography, 2) printing, 3) electronics, 4) medical laboratory assistant and 5) computer technology.

As NTID looks to the future, its diploma programs will be governed by the incumbent occupational outlook for the nation and the incumbent interests of students.

Degree Programs at RIT

Rochester Institute of Technology offers a variety of specialized degree programs in professional and technical areas. It is one of the few institutions where specialized preparation for a profession and a liberal collegiate education are combined on an undergraduate campus. Its courses lead to the degrees of associate in applied science (A.A.S.), bachelor of science (B.S.), bachelor of fine arts (B.F.A.), master of science (M.S.) and master of fine arts (M.F.A.).

Professional and technological undergraduate degree programs are offered in the following colleges and fields:

College of Applied Science; Electrical, Mechanical and Industrial Engineering, Electrical and Mechanical Technology.

College of Business; Accounting, Business Administration, Secretarial, Food Administration, Retailing.

College of Fine and Applied Arts; Advertising Design, Illustration, Ceramics and Ceramic Sculpture, Metalcrafts and Jewelry, Weaving and Textile Design, Woodworking and Furniture Design.

College of Graphic Arts and Photography; Photographic Science and Instrumentation, Photographic Illustration, Professional Photography, Bio-Medical Photography, General Printing, Printing Management, Printing, Technology, Journalism-Printing.

College of Science; Biology, Medical Technology, Chemistry, Mathematics, Physics.

Graduate programs at the master's level are also offered at RIT.

The Colleges of Applied Science, Busi-

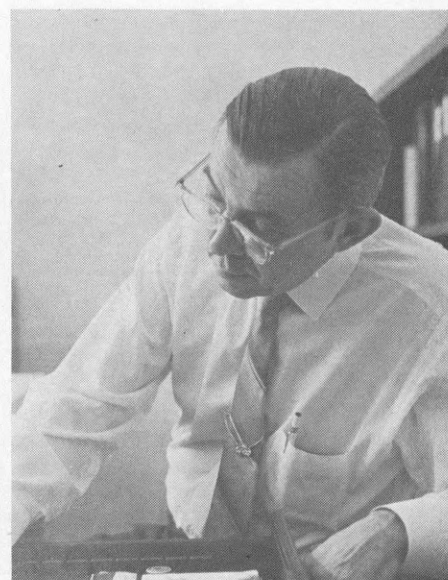
ness and Science have a distinctive feature in the cooperative plan of education that coordinates classroom study with practical experience in an organized program under which students alternate periods of study at college with periods of employment in industry, business or government. The plan requires that the student's employment be related to the field of study in which he is engaged. Cooperative employment is an integral part of the total education process. Each employment experience gives the student a chance to apply and test what he has learned in classes.

The School of Photographic Arts and Science and School of Printing that comprise the College of Graphic Arts and Photography are leaders in their field. Related to the work of both schools is the Graphic Arts Research Department which is the largest college-based facility for experimental research in the field. The students in these schools come from almost every state and in recent years more than 20 foreign countries have been represented in the student population.

The College of Fine and Applied Arts is composed of the School of Art and Design and the School for American Craftsman, each enjoying an international reputation in its field. The schools are accredited by the National Association of Schools of Art.

Educational Support Services

Because RIT-NTID is serving and will continue to serve a wide spectrum of deaf students in terms of communicative skills, prior educational attainments and educational objectives, support services are provided by the NTID in order to enable deaf students to function successfully within the regular college classes. Students are encouraged to utilize these adjunct services which include manual and/or oral interpretation, notetaking, instructor notes. They have been found to be most valuable to the deaf students, as this



Dr. Robert Gering, coordinator of computer multimedia instruction, NTID.



NTID Interpreters Mary Lou Wilson, Carol Patrie and Sharon Neumann (left to right) confer with Jacob Arcanin, co-curricular education specialist.

service tends to encourage them to develop effective classroom and study habits.

While all NTID students are encouraged to first seek out their own instructors for additional help outside of the classrooms, tutorial assistance within the NTID structure is available in various academic areas.

In each college of RIT is an educational specialist who serves as the chief administrative and liaison person for NTID within that college. He marshals all available RIT and NTID resources for the solution of whatever problems the deaf students may be experiencing. With NTID's commitment to the principle of flexibility, it is impossible for the educational specialist to modify programs of study. For instance, if a student indicates a desire to enter a program of study leading to a bachelor of science degree with specialization in mechanical engineering and he does not have the required background in trigonometry, his academic schedule is revised to incorporate a course in mathematics that will give him the proper background. Normally, this will mean deferring, perhaps, a general studies course to a later quarter.

The educational specialist works closely with the department heads and instructors and holds periodic conferences to identify problem areas and to prescribe services that may be required to help the deaf student overcome his academic deficiencies. Attempts are made to place deaf students in same sections of courses so that they may be in a better position to assist one another with classwork outside the classroom.

The educational specialist is assisted by other personnel who help to develop a wide range of supplemental instructional materials that will aid the deaf students in bridging certain difficult areas in their courses. They also provide tutoring on one-to-one basis, interpreting services and occasionally cross over into other departments such as the vestibule program and the diploma program so that

their specialized knowhow in certain related areas will be available.

In essence, the primary objective of the support services program is to provide the NTID students the opportunity to prepare for and to pursue semiprofessional and professional level educational programs in science, technology and applied arts that lead to successful employment in business, education, government and industry.

Research and Training

The Division of Research and Training and its third component, Educational Technology, has an important part to play in the NTID program. A brief summary of its activities to date and plans for the immediate future should serve to show the extent of its involvement.

Research

Attention is being focused upon the deaf student who shares classes with hearing students this year. Two projects in prog-

ress are intended to determine how the deaf student can be assured of obtaining the same information as his hearing classmates. One of these projects is concerned with the notetaking process. A special notebook, using special paper, was developed and is presently being used by over 200 hearing students, who volunteered to take notes for their deaf classmates. This procedure assures each deaf student of at least two complete sets of notes from each class.

A second project deals with audiotaping, transcribing and "telegraphing" lectures into written copy for deaf students. This is presently being carried out on an experimental basis within one course at RIT.

Other research activities include a longitudinal study of deaf and hearing students at RIT. In addition to examining such variables as educational, psychological and social development, this study is expected to yield information regarding the kinds of positions the deaf and hearing graduates of RIT will eventually obtain.

Training

NTID has two general responsibilities for training. First, to help RIT prepare itself to serve fully the needs of deaf students; and, second, to help prepare professional people to provide a variety of services to deaf people throughout the country.

The first year of the training program was concerned with providing training for RIT students, faculty and secretaries. These programs are expected to continue operation indefinitely.

Plans are now being developed to extend the training program outside RIT, by working with teachers of the deaf, by conducting short-term institutes in a variety of important areas and by bringing in students from other colleges and universities who wish to gain experience in working directly with deaf people.

Educational technology

A major activity at NTID is the exploration of computer-assisted instruction to help educate deaf students. Programs



Left to right: James Stangarone, hearing and speech specialist; Dr. E. Ross Stuckless, director of research and training; Robert Gates, training coordinator.

of this type are presently under development, especially in the area of mathematics. Educational television is regarded as having a high potential for education of the deaf; consequently this area is being given careful study.

Student Planning and Services

The Division of Student Planning and Services at NTID has responsibility for selecting students for appropriate study programs; for assisting students in developing of healthy self-concepts, for providing experiences that will enable the individual to grow personally, socially and culturally and for assisting the student in securing suitable employment subsequent to completion of a study program. To achieve these ends, the division is organized around four major jurisdictional areas, i.e., counseling services, co-curricular education, student evaluation services and placement services.

Counseling services are offered to deaf students and are aimed at 1) fostering the development of the student's self-perception, 2) assisting the student in achieving harmony with his environment and 3) influencing the college society to recognize individual differences among deaf students and encouraging the maximal development of each student within it.

Services include individual and group counseling, psychological evaluation, consultations with faculty and staff members on matters relating to the psychological aspects of deafness and referral of students seeking assistance not provided by the area. In addition, a formal classroom counseling program will be initiated in September 1969 in which concepts of mental health, interpersonal relations and group interaction will be presented to all deaf students.

Counseling specialists conduct individual counseling sessions with each deaf student at least once each month and group counseling sessions are held each week with



Victor Galloway, Educational Specialist, NTID, with Sharon Neumann, interpreter.

groups of six or more students. Group counseling sessions provide an opportunity for the students to discuss their experiences and concerns in an informal setting with a group leader who can assist the students in deriving greater significance from their interaction.

In addition to direct services provided to students, Counseling Services is involved in research and training activities designed to contribute to the field of counseling the deaf.

The Office of Student Evaluation Services assumes responsibility for selection of students for NTID, of providing a program sampling experience for each student as needed and for maintaining liaison with vocational rehabilitation and other related agencies.

Students are selected for NTID sponsorship by an Admissions Committee that carefully analyzes the following information to determine if the individual student can benefit from a study program: medical, audiological and psychological rec-

ords, academic achievement and school progress reports, personal recommendations from high school superintendent or principal, an academic teacher and guidance or vocational rehabilitation counselor. Individual students accepted for sponsorship must meet the following conditions: 1) must have received special educational programming, based upon deafness, in the past 2) must have a hearing loss that seriously restricts the applicant's success and regular educational program and 3) they must have the necessary subject prerequisites for entry into the degree or diploma programs or appear to be able to enter and progress through the vestibule (preparatory) program with subsequent entry into a diploma or degree program.

Program sampling experiences will be available to all students who have not made a study program choice. Such experiences will provide each individual with information that will assist him in making a curricular choice consistent with his needs, abilities and aspirations.

Liaison will be maintained with vocational rehabilitation agencies, schools for the deaf and other appropriate agencies for the purposes of providing such sources with information that they feel they need relative to subsequent student performance and adjustment at NTID.

The Office of Co-curricular Education serves to enhance the personal, social and cultural development of deaf students. It is responsible for programs and policies in the areas of student activities, physical education, housing, health and religious affairs. Deaf students are active in intramural athletic events; have participated in varsity football, soccer, swimming, fencing and cross country; are members of national sororities and fraternities; and are involved in a variety of other programs directed toward meeting the needs of deaf students. The office provides interpretation of televised newscasts and sponsors captioned film showings. In conjunction with Counseling Serv-



Students walk toward center of RIT's modern campus from the College of Science.



David Saifman (left) in a discussion with Frank Argento, director of the Instructional Resources Laboratory.

ices, co-curricular specialists present provocative seminars on subjects of interest to deaf students as future leaders of both the technical and deaf communities.

At NTID, religious services are conducted by chaplains who are trained in the deaf ministry.

Placement of deaf students into meaningful employment situations is another function of the division. Students will be assisted in finding employment consistent with their needs, abilities and aspirations. Placement into appropriate part-time and summer employment situations will also be made. Liaison with business, government, industry and other organizations will be maintained in order to foster a climate that will facilitate the employment process. The NTID placement operation will be national in scope.

Tuition Policy

RIT has announced that students entering NTID after July 1, 1969, will be charged for tuition, fees, room and board on a scale comparable to that of Gallaudet College and similar to land grant colleges and universities in the United States.

Under this new policy, incoming students will be charged at the rate of approximately \$1,300 for each academic year plus \$400 for summer sessions. All enrollment costs for NTID students were previously met by Federal appropriations.

Instructional Resources Laboratory

The Instructional Resources Laboratory provides NTID with production, design and consultation regarding the utilization of instructional materials, facilities and equipment.

The laboratory under the coordination of Assistant Professor Frank Argento, consists of a professional team of three graphic communication designers, a secretary, and students majoring in photogra-

phy, advertising design and business. Students must maintain a minimum 2.5 grade point average.

The five broad categories of service offered, include art, photography, television graphics, audio and programmed instruction.

Uniquely, the laboratory occasionally taps the NTID's professional faculty for consultation and production. This relationship provides stimuli to the Instructional Resources Laboratory through a variety of approaches in solving communication problems.

CMI Background and Objectives

One of the three academic programs available to deaf students entering RIT-NTID is the vestibule program, which is "designed to close the educational gap for the student in helping him to meet the requirements for entrance into the degree and diploma programs." This pre-college vestibule program is to accommodate a large number of students each year. Past experience indicates that these students will have a wide range of academic needs, deficiencies and problems. Obviously a great deal of individualized remedial work is indicated. The exciting potentialities of computer-assisted instruction (CAI) suggests that this media might well provide for the type of individualized instruction needed by the students in the vestibule program. This potentiality led to the decision to explore the possibilities of developing and applying computer-assisted instruction to the vestibule program.

Recognizing the major importance of visual media in teaching the deaf, NTID is combining multi-media instruction with computer-assisted instruction. This is the Computerized Multi-media Instruction concept. The multi-media approach involves selection of the appropriate medium (or intermix or media) for conveying information with maximum instructional impact to the student.

The basic objective is to design and develop a computer-based, multi-media system capable of providing individualized instruction which will enable deaf students to compete favorably with their hearing peers in both the academic and post-college work environment. This objective involves both basic and applied research.

NTID is attempting to design and develop a prototype diagnostic test program. Such a program should spare the student needless exposure to information which he has already demonstrated mastery of, as well as subjecting him only to such additional information as he needs to complete mastery of the program he is working with at the moment.

NTID is also attempting to design and develop a prototype remedial instruction program which is to be integrated with the diagnostic test program and which is capable of providing the necessary remedial instruction and practice indicated by the student's performance on the diagnostic test.

NTID Staff Profiles

Robert Panara is one of those people that everybody knows. Fellow teachers regard him highly; students, deaf and hearing, admire and respect him. And for good reason. He is a talented and sensitive individual and is very much interested in other people. It stands to reason, then, that he is one of the people making NTID a daily success.

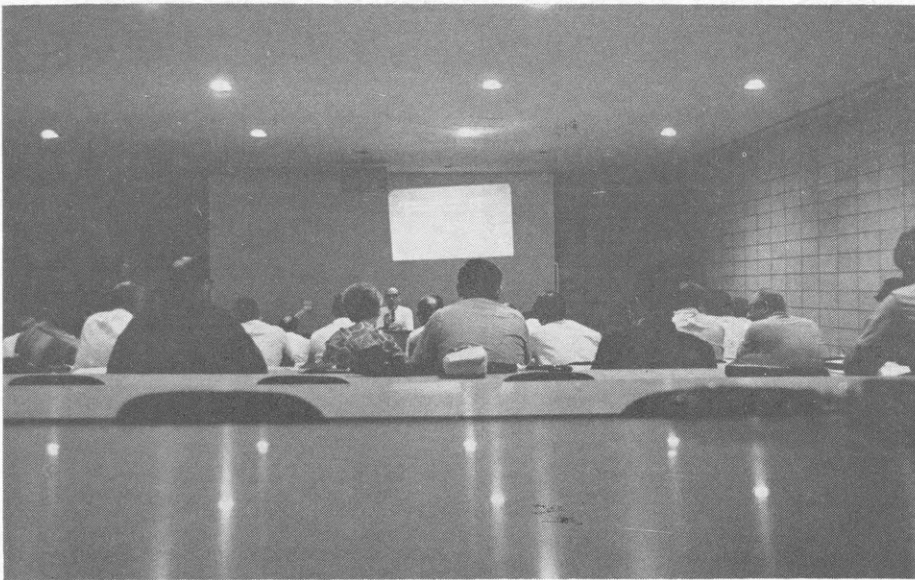
"I look upon NTID as an enterprise which has comprehensive services and values for all deaf persons; not only will



Robert Panara, Educational Specialist, Division of Instructional Affairs, NTID.

it provide technical education and placement for deaf persons, but we are also experimenting with innovative approaches to learning, which, I believe will be of value to hearing students and to the entire field of education of the deaf."

A native of New York City, Panara was educated in the public schools then studied at Gallaudet College. After graduation, he became a teacher at the New York



RIT staff and faculty members learn about education of the deaf during a session of the 1968 summer institute.

School for the Deaf in White Plains. By studying part-time at New York University, he earned his master's degree in English. In 1950, he returned to Gallaudet, where he taught until 1967.

His interest in NTID goes back four or five years. He was one of the first people involved with the NTID concept and "helped prepare the climate" for its establishment. While serving on the National Advisory Board for two years, he helped prepare the guidelines for the program. He was very active in the promotion of the NTID program, then in the development of many of the support services found today.

Panara is very actively involved in cultural activities for the deaf. He is widely known for his work with the National Theatre of the Deaf and, in addition, is a talented writer. "The Silent Muse," a book of writings by deaf persons, was published in 1960 by Mr. Panara, Taras B. Denis and James H. McFarlane. Several pieces of Mr. Panara's work are included in the publication, including the introduction. Regarding cultural activities, he says: "I am very interested in helping to bring up the cultural level of deaf people and encourage achievements in written works and other forms of expression."

Of the NTID program and its future, he says: "We must be sure to establish and encourage positive attitudes on the part of deaf students. We need to eliminate any negative attitudes or lack of confidence that may exist. The program here is good because the hearing persons who are exposed to it will develop greater respect for deaf persons, not only for their ability to hold employment but also to participate in community activities."

Panara has been with the National Technical Institute for the Deaf since the summer of 1967. Just as his ideas and enthusiasm have been significant in the program thus far, surely his imagination and creativity will continue to mark him as a talented leader.

Associate Professor Robert Koch has taught at Rochester Institute of Technology for nearly 20 years. He knows the school well; he has seen many changes over the years; he has seen new courses, new concepts emerge; and he has seen students come and go. Today, with intense interest, he watches the progress of the first year of another new concept . . . the National Technical Institute for the Deaf.

"There are two sides to this. First of all, I think it's a good idea to educate deaf students in places where they can get a sense of reality, regarding the working world. On the other side, this program challenges our teaching techniques. For too many years now, a lot of college people have paid far too little attention to teaching as an active process. With NTID here, our common interests will be enriched by parallel experiences."

Koch also has some interesting thoughts to share on the social aspects of the NTID program. He says, "This interaction of deaf and hearing students is analogous to the situation when you have students here from a foreign country. It's a challenge to the natural withdrawals. What we're looking for is a realistic exchange . . . we can all benefit from the experience."

The challenges of deaf education at RIT have a very natural relevance to Bob Koch's specific areas of interest. A brief conversation makes it obvious that here is an expert in the arts of communication. This learned but modest man talks with an easy expertise on the various facets of communication, be it verbal or purely visual. "I've always been interested in communication . . . how people make others understand their ideas. It's these human symbols that break down our isolation from each other."

Koch feels that visual stimuli can play an extremely significant role in attempts to communicate. This subject gets appreciable attention in his doctoral disser-

Robert Koch, College of General Studies, RIT.

tation, currently in progress, entitled "Problems in Translation of Poetry."

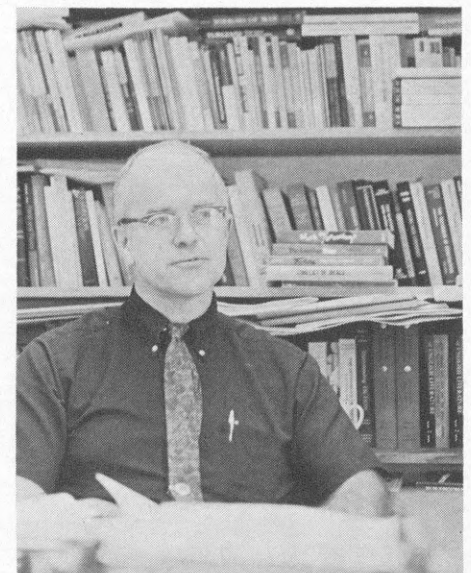
Koch continues to be interested in the progress and growth of NTID and feels that "It will be a great catalyst to RIT." This noted RIT faculty member is another person who helps to make the NTID program a program of deep meaning and consequence for the future of education. Says Koch: "They're focusing us where we should focus."

Vic Galloway came to NTID in June 1968 from the University of Arizona, where he was a doctorate student. He is an educational specialist in the College of Applied Science, the chief administrative specialist in school liaison.

What does he think of Rochester Institute of Technology? "For a group of people who have not had experience with the problems of deafness, their response has been tremendous. They have been very receptive and, because of this attitude, our job has been that much easier."

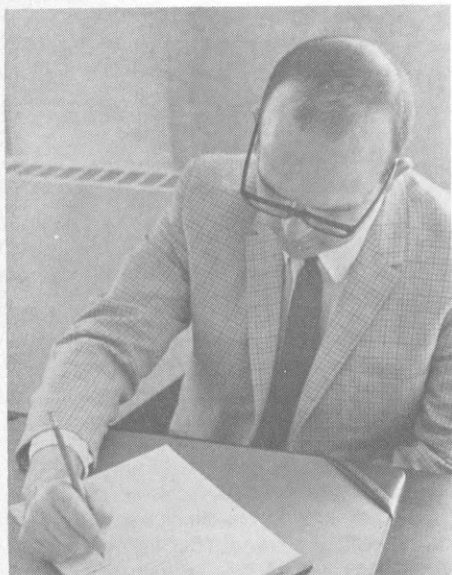
Galloway feels very strongly about the National Technical Institute for the Deaf and what it has to offer. He says, "It is very important trying to integrate the deaf into a hearing community. We have to marshal all resources and bring them to bear on the problems of deaf students. We are going through a stage of development right now; what we're doing is different from what we first envisioned at the beginning of this year."

Students and fellow staff members note that Galloway never seems to be without a smile and a friendly greeting. His pleasant manner, his extensive knowledge and his background make him a vital asset to the program. "Having been a deaf student in a hearing school myself and having faced the frustrations, I can readily understand the problems the students encounter. I'm in a good position to help them adjust to their environment. This is where the educational specialist really comes into the picture. As the deaf students strive to function as well as the hearing students, they often face situations where they need encouragement."



Certainly we have our share of problems but this is an interim program. We are learning and we've got the flexibility to improve what we're doing."

Galloway is a key link to the students of the National Technical Institute for the Deaf. His brand of enthusiasm inspires students and impresses fellow staff members. Perhaps his enthusiasm could be summed up in one sentence: "This will serve as a model . . . the eyes of the nation are upon us to see if our grand experiment will work . . . and I say it will!"



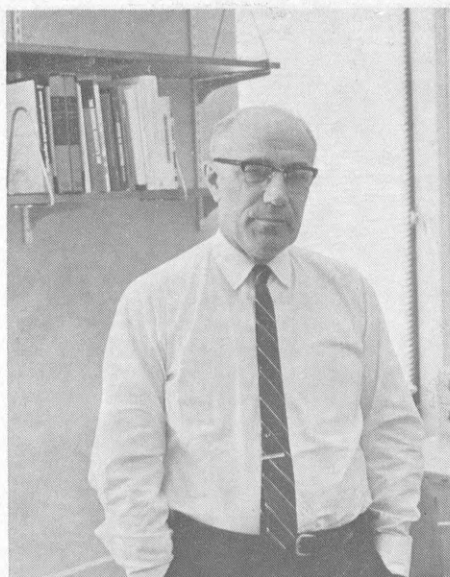
Larry Stewart, Coordinator of Counseling Services, NTID.

"The more we interact with other people, the more we grow ourselves," says Larry Stewart, an energetic and cheerful staff member of NTID. Prior to joining the staff, he was a doctoral student at the University of Arizona.

Stewart feels that the organization of NTID is effective because of the mixing with hearing students. "Here at RIT, there are many opportunities for interaction. Another aspect is that deaf students, after graduation, will be primarily working with hearing people, so by studying in this environment, they will be much better prepared for it."

He feels that RIT is a very good setting for NTID and has good reasons for feeling this way. "My first impression of RIT was the liberal administration. I was impressed by the fact that students are fairly independent; they run their own organizations and learn to be responsible for themselves. I think this is very good for deaf students, because it helps them build self-confidence and helps them develop their professional skills."

The future? . . . Larry feels that of all possible models for future deaf education, this is the best. "This is the best because of the large number of students, for one thing. This makes it possible to have a wide range of courses to choose from. Also, with a large number of students, there is more money so that better teachers can be hired and better facilities can be established."



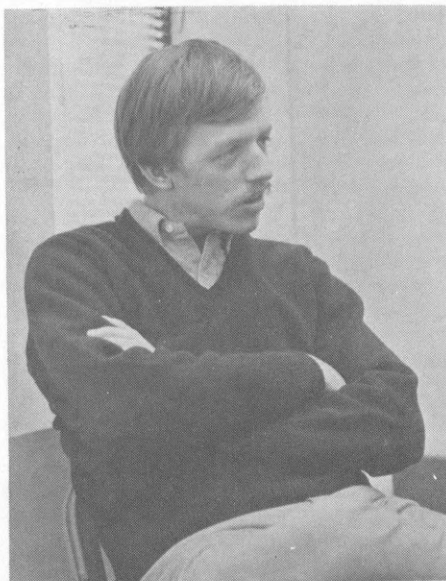
Vern Titus, Director of the Division of Management, College of Continuing Education.

"This is very significant, very strong. It's an exceedingly significant thing!"

Vern Titus, a sharp, alert and friendly man, has been with Rochester Institute of Technology for 23 years, during which time he has taught psychology and economics. In 1950 he moved into his present position as director of management for the College of Continuing Education. Since his position concerns him primarily with night classes, Vern Titus has had no direct contact with the students at NTID, so he classifies himself as "a somewhat neutral observer."

His feelings on the program? "I think everyone here on the campus must have a very positive attitude toward this program. I think this is a great challenge, but certainly one that we can meet." The key is getting the hearing people to understand the deaf and the deaf people to understand the hearing."

He sums up his feelings by saying, "We've got an opportunity here that no one else in the world has."



Edward Holder, Elmhurst, Ill.

NTID Student Profiles

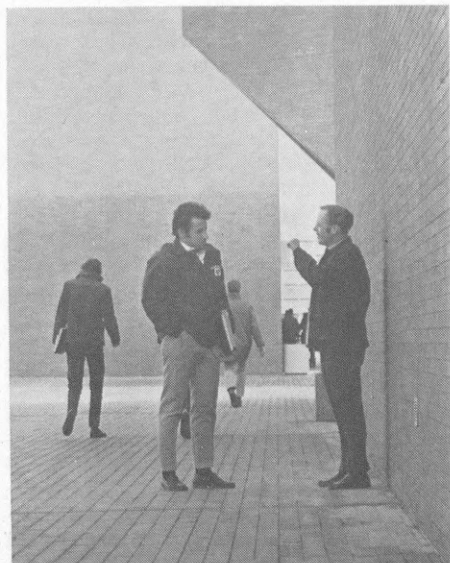
Fabulous! That's the adjective used by Ed Holder in describing the quality of instruction at RIT. "I'm really impressed with how much the teachers actually care about the students; they really try to help in any way they can."

Ed Holder of Elmhurst, Ill., has certainly made his mark on the RIT campus. He pursues his education with seemingly limitless amounts of ambition and drive. On the other hand, he could be described as a true ambassador of the NTID program, based upon his involvement in campus-wide activities. For instance, he initiated a language of signs course which is open to anyone interested. The response has been excellent and Ed can be found, two or three nights a week, teaching signs to groups of various sizes. His friendly, outgoing manner won for him the title of "most popular male student on campus," and he was dubbed as "the knight" to RIT's coeds in a special ceremony.

Ed, a talented photography student, feels that his lack of hearing helps him to "see more things." "The lack of sound forces you to be more creative, visually, to see more. I'm interested in communication, getting people to see what I see, to share my experiences and feelings."

He believes strongly in the NTID concept, feeling that association with hearing students is good because it prepares the deaf person for life in the working world of hearing people. Here we can show our skills and our knowledge. We can show that we can do just as well as hearing students if we have just a little help, such as interpreting."

Ed is proud to be a part of NTID and proud to be a part of RIT . . . "It has so many things to offer, like this new campus and the reputation for technical leadership." But Ed Holder's strongest comment was reserved for the students of RIT: "This is the friendliest school I've ever seen!"

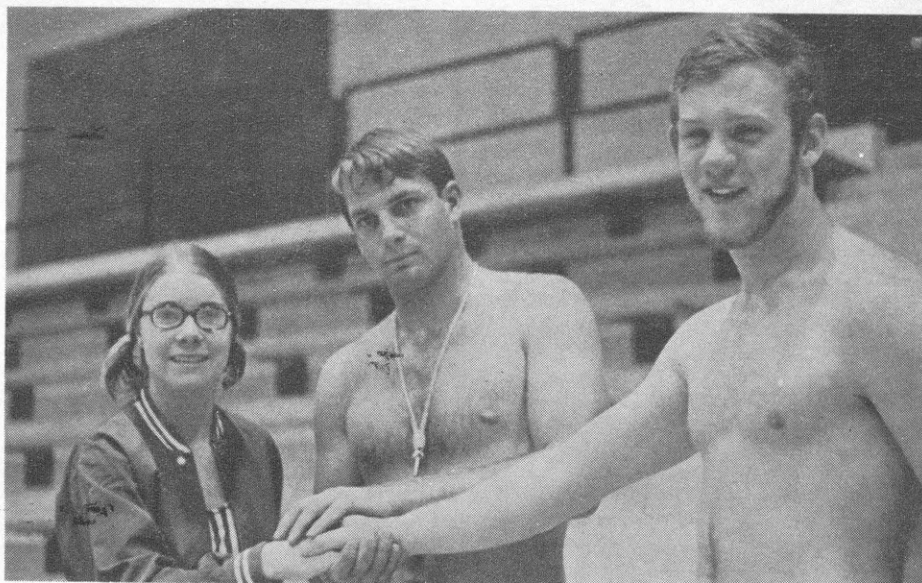


NTID student Bernard Horwitz (right) of Indianapolis, Ind., chats with Larry Farovitch, a first-year mechanical student at RIT. Farovitch is one of the many hearing students who have become quite adept in manual communication.



Susan Wolf, Rydal, Pa., College of Business, RIT.

"I've gotten more out of here than I have in any other educational situation," says Susan Wolf, a charming and popular NTID student in RIT's College of Business.



RIT Swimming Coach John Brickholtz (center) congratulates NTID students Paula Ammons and Geoffrey Lowe on their aquatic prowess.

Asked how the NTID program could be improved, Sue replied: "The only problems we have now are in communication. I think deaf and hearing students should be more involved, should get together more. The program is new; maybe in a year or two all the problems will be

solved. Some of the classes are difficult because of language problems, too."

Sue is a good example of the NTID students who are using their ambition and resources to make NTID a model of progress in education of the deaf.

Lawrence Newman

the best gift - the gift of yourself

Following is an excerpt from a newspaper article telling of a "Show and Tell" reading session with hearing kindergarten children:

Angie had been to Fairmount Park where she and her family had a whole bunch of fun and she got to drive the boat and then mama said, "Oh, it's cold" and they rode on the roller coaster and saw a helicopter.

The children were listening and some were asked to recite. There was work with words grouped for similar sounds: Ben, men; Dan, man; tan, tam; a man in a tan tam. The meaning of an exclamation point was explained in stride: "You say that with lots of feeling. 'That Big Cat!'"

The vast flow of language being assimilated by those hearing children stands in stark contrast to the pitiful amount to which deaf children are being exposed.

In another incident, a three-year-old hearing boy shouted: "Give me a shove, grandma." I decided to ask my class of bright, alert 17 to 19-year-old deaf students what "give me a shove" meant. Not one of them knew.

There would be extreme difficulty in trying to explain the meaning of an exclamation point to deaf children of kindergarten age. For these children, words grouped for similar sounds remain unheard. So are words that define some of their daily experiences. So deleterious are the effects of deafness that it is com-

monplace for deaf students, 16 years of age or older, to copy words on paper laboriously letter by letter instead of in a natural sweeping manner.

Many words appear as familiar to deaf students as they do to hearing students studying a foreign language for the first time. When the word "beware" was written on the blackboard with the first letter not too legible I would be asked by student after student if it were spelled "feware." Few deaf students can recognize, let alone understand, such familiar sayings as: "Business is business," "The black sheep in the family," "She let the cat out of the bag." Many deaf persons of average intelligence, even the ones who are avid sports spectators or participants, do not know the meaning of "penalty," "goal," "attaboy."

These are but bits and shreds of a wealth of evidence that vividly shows how much the deaf are cut off from a world of words, phrases, familiar statements and sayings. They accentuate how great has been the failure to have them become familiar with the printed word.

Books, a powerful factor in the mental development of mankind, should be the saving grace for the majority of deaf persons but they are not. There is no question but that deaf children, like their hearing counterparts, can be read to and that they have a keen appetite for stories. Could the failure to feed this appetite be traced to communication restrictions in

schools for the deaf? To a failure to inform and educate parents of the fact that there are flexible methods of communicating with their deaf children? Why has there been a failure to publicize in an extensive manner Mr. Hofstater's story of how his deaf parents taught him to read? The interest and curiosity of children are aroused when stories are dramatized. It is doubtful if any other group of people have in them the ability—with their bodies, faces and hands—to bring stories dramatically alive as do those who are skillful in manual communication. It would be a revelation to witness deaf children being enthralled by such master storytellers. They go through the same emotional catharsis as, say, an audience held spellbound by the moving cadences of a voice singing "Under the Shadow of Your Smile."

But dramatizing stories is not enough. Perhaps many parents do not realize it but they can play an important role in the educational growth of their deaf children. There is nothing better that they can do for them than to develop in them a love for reading. The task is prodigious but so are the rewards. I have seen with my own eyes the ungrammatical language of two of my deaf friends transformed into smooth, natural language, into the writing of poetry. It occurred over a period of five years with the help of daily doses of reading.

Exactly what can parents do? They can create a stimulating environment in such a way that the deaf child actually undergoes some of the experiences depicted in stories such as going to the zoo or visiting a museum. A line of communication must be established so that the deaf child can understand a concept and

relate it to what he is reading. It is the breakdown in communication that contributes to frustration and to retreat. If this is the case, then parents must seek out and learn a more flexible means of communication — speech, speechreading, fingerspelling, signs, used in combination or simultaneously for maximum results. Lucky the deaf child whose parents are born hams, whose parents realize that their role is a crucial factor that can make a lifelong difference in a child's attitude toward future education.

Too often the verbal content but not the subject matter of "Little Red Riding Hood" is suitable for the deaf. Care, therefore, must be invested in the proper selection of books for your deaf child. Start with a picture dictionary and picture stories. Look up the literature on reading. For example, there were reprints of "Books of High Interest and Low Vocabulary Level to Meet the Needs of Deaf Students in Grades Seven Through Twelve" from the September 1946 issue of the AMERICAN ANNALS OF THE DEAF, prepared by Laura Lange Crosby.

Most parents already have large amounts of patience, love and understanding and the knowledge that children are not made up of just sugar and spice, snails and puppy-dogs' tails but also of thirsty minds waiting to be transformed to far-away places, waiting to be stirred by "Lochinvar," **Hamlet**, Longfellow, waiting to understand the world around them.

Please do not let them wait in vain. The best gift you can give your deaf child is the gift of yourself.

* **The Silent Worker**, June 1950.

1969 Convention Dates

State	Date	Place	Chairman
Alabama	June 12-14	Alabama School for the Deaf, Talladega, Ala.	
Arkansas	July	Little Rock	
California	Aug. 28-31	Los Angeles	Mrs. Lil Skinner
Colorado	June	Colorado Springs	
Florida	June 11-15	Miami Beach	
Idaho	Sept. 1-4	Boise	
Indiana	June 6-7	Holiday Inn, Marion, Ind.	
Kentucky	May 30-31	Kentucky School for the Deaf, Danville	
Louisiana	May 30-31	Louisiana School for the Deaf, Baton Rouge	
Maryland	June 13-14	Statler Hilton Inn, Annapolis	R. Sutcliffe, Gallaudet
Minnesota	Aug. 8-10	Thompson Hall, St. Paul	
Mississippi	July 3-4	Buena Vista Hotel, Biloxi	Mr. and Mrs. Wm. Smith, Gulfport
Missouri	Aug. 30-31, Sept. 1-2	Sedalia	
Montana	June 13-15	Finlen Hotel, Butte	
Nebraska	May 29-31, June 1	Omaha	
Empire State (New York)	Aug. 28-31	Buffalo	
New Jersey	Sept. 19-21	Deanville Motel, Atlantic City	Girard P. Joyce, Atlantic City
North Dakota	June 30, July 1-2	Minot	
Ohio	June 26-28	Sheraton Hotel, Dayton	Ben Medlin, Dayton
Oklahoma	July 4-6	Oklahoma State University, Stillwater	M. Shipman
Oregon		Eugene	
Pennsylvania	Aug. 22-23	Catham Center, Pittsburgh	
South Carolina			
South Dakota	June	Huron	
Texas	June 13-15	Corpus Christi	
Utah	June 27-28	Ramada Inn, Salt Lake City	Robert G. Sanderson, Roy
Washington			
Wisconsin	June 19-21	Hotel Pfister, Milwaukee	Philip Annarino, Milwaukee
National Assoc. of Hearing and Speech Agencies	June 20-24	Shoreham Hotel, Washington, D. C.	
International Catholic Deaf Association	July 13-20	Jung Hotel, New Orleans	

Frederick J. Neesam

Frederick J. Neesam, 87, of Delavan, Wis., died at his home March 13. A product of the Wisconsin School for the Deaf, he was a 1904 graduate of Gallaudet College. He taught and coached at the Wisconsin School for 54 years prior to his retirement in 1958. Long active in organizations of the deaf, he was a past northern grand vice president of the National Fraternal Society of the Deaf. He was one of the original selectees to the American Athletic Association's Hall of Fame as a coach.

Surviving are his wife, Frances; two daughters, Mrs. Beulah Saxe and Mrs. Lucile Taylor, both teachers at the Wisconsin School; and a son, Ralph, supervising teacher of the high school department of the California School for the Deaf at Berkeley.

Nebraska Has Chili Supper

One of the major projects of the Nebraska chapter for the year was its Jr. NAD "Chili Supper" night on January 18. According to Larry Forestal, chapter sponsor, "Despite the snowy and windy weather, the project was a great success." Following the supper the host school and the Iowa School for the Deaf met in a basketball game. Nebraska emerged victorious, 55-45.

Projects currently in the planning stage are a rummage sale in April and a banquet in May. Can any other chapters best Nebraska's ambitious projects, the way Nebraska has been very much in the news of late?

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25 Win 'NADDYS,' Other Awards At Las Vegas Convention

By JOHN SCHROEDEL

Twenty-five deaf persons became winners from a field of 50 entries in the 1968 National Cultural Tournament held during the National Association of the Deaf convention in Las Vegas.

National cultural champions in nine areas of competition there were awarded beautiful Golden NADDY trophies, with silver medals going to the runnersup and the third-place finishers winning bronze medals. To deaf persons with cultural talent the symbol of the NADDY means to them what the Oscar means to Hollywood and the Emmy to television.

At the Las Vegas tournament Lorraine Szablowski of Delavan, Wisconsin won a Golden NADDY in pantomime. Second place went to Californian Francis Roberts. Young Guy Wonder of Vancouver, Washington, earned the third place medal.

Lorraine Szablowski also captured a na-



CATHERINE ATWOOD, of St. Louis, displays the strong, creative sensitivity and symbolism that won her top honors in the hymn signing competition at Las Vegas.

of Ontario, Canada, acquired the silver medal. James Baer of Texas was third.

The judges in the NAD cultural tournament considered the Empire States News, edited by Max Friedman, New York City, to be the best general newspaper of the deaf entered into the competition. Awarded the second place was the Wisconsin Pilot, edited by Robert Horgen. Third went to the Utah Bulletin, G. Leon Curtis, editor. Each of these papers is published by their respective state associations of the deaf.

Emil Ladner, Berkeley, Calif., triumphed in the national chess playoffs to win a



GEORGE JOHNSTON pleases the audience with a song during the NAD Cultural Awards Night show. George is now working on a vocational testing research project in Salem, Ore. A 1960 Gallaudet graduate, he was on the College faculty.

tional championship in poetry reciting, plus a second place in hymn signing. By gathering more awards than any one other person, she was the "most talented" individual during the tournament.

Florida's Pauline Hicks achieved the silver medal in poetry reciting and George Elliot of California took third place honors in that division. The top prize in hymn signing was obtained by Catherine Atwood of St. Louis.

Many-talented Guy Wonder also captured a first place in painting. New York City's Ray Bloch received the second place medal and the bronze award went to Archie Marshall, St. Louis.

The Golden NADDY award for photography was presented to Joseph Baribault, from Rochester, N.Y. Forest Nickerson,



GEORGE ELLIOT is pleased to receive the third place medallion for poetry reciting from Mr. and Mrs. Ned Wheeler. He was one of 25 award winners from 11 states and Canada during the 1968 NAD national cultural tournament.

Golden NADDY. Sam Lane of Austin, Texas, finished second and Cinderella Sinclair of Theodore, Ala., was third.

Gundi Voreck, Hartford, Conn., was declared national champion in dress making, with Dorothy LaRue of Texas winning the silver medal, and Sue Kelly, Delavan, taking the bronze medal. Tops in the knitting competition was Patricia Dow from Vermont, with second place going to Emily Robinson, also from Delavan.

These were the winners for 1968. A whole new group of names can become winners in the state and city tournaments in 1969 and 1970 to qualify for the national cultural tournament in Minneapolis that year.

For further information contact Douglas Burke, National Cultural Chairman, 66 Williamsburg Road, Pittsford, N.Y. 14523. Send cultural news items to John Schroedel, publicity chairman, 5050 First Street, N.W., Apt. No. 302, Washington, D.C. 20011.

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NATIONAL ASSOCIATION of the DEAF

Robert O. Lankenau, President



N.
A.
D.

President's Message

"A man's mind, stretched by a **new idea**, can never go back to its original dimension."—Oliver Wendell Holmes.

These words should be taken for what they are worth and it seems to me that they are worth a great deal to any organization.

To this extent, my April column will be an attempt to reproduce some letters that have been sent in from our readers as a result of my appeals in the last few issues of THE DEAF AMERICAN.

They are not being reproduced word for word because of the space limit. However, I have made every attempt to include the main idea of the letter for our readers to ponder.

Elliott Rosenholz of North Brunswick, N. J., writes that he thinks Carl B. Smith is his kind of man. He (Carl) was perfectly right when he wrote that "you have to be blunt—spoken to those assuming intellectuals who must know how to urge any deaf simple minded ones to write letters." He also liked the words of Mr. Smith when he wrote, "Encourage any deaf person to become dedicated to letter writing extensively." Mr. Rosenholz goes on to say, "Many of us know that one of the several functions of the editorial page is to inform, to bring logic to the quandaries of our everyday problems, to provoke action through the eloquence of words—and that is the very thing I would like to discuss."

You have seen some editorial cartoons that bite. They bite through their sarcasm, and this is one of the few effective ways of getting the message across. Editorial cartoons have won prizes in national and international contests, as well as newspapers with their thought provoking editorials. Their fearlessness and impact easily gave them the respect of their readers.

Now then, I do not do editorial cartooning but I have an idea that might appeal to you—this is editorial playlets. Any plays or playlets have a moral theme to them. Some of them do convey a message effective enough to provoke the mass into anger or action or even to help point out their own thinking.

Mr. Rosenholz submitted two such playlets and a copy has been sent to the editor for possible inclusion in this or a subsequent issue of THE DEAF AMERICAN.

And now, we have a letter from **Char-**

George Propp, Secretary-Treasurer

lotte Collums of Arkansas, who says, "Your write-up in the current DEAF AMERICAN is the answer to my prayer. I'm eagerly looking forward to future issues—you can be sure that I intend to utilize every single thing you write. (Thank you Charlotte—we will try to continue those tips in coming issues).

Larry Newman of California writes: "May I suggest that the NAD select or give recognition to one, two or three persons per year, preferably but not necessarily, hearing persons who have made some contributions to our lot.

Nanette Fabray has helped make possible the new Education Act for preschool handicapped children. She has stood behind our language of signs and publicized it as much as possible. Letters have come to her criticizing her stand. We deaf must sometimes rise and show collectively our appreciation.

The NAD could select her as "Our Woman of the Year." Do you remember Virginia Kinney? She wrote an article that was printed in Harper's. It took great courage to write this article because she was teaching in an oral school and what she wrote was not complimentary about the method used there. She attended the NAD convention in Washington, D.C., but few recognized her. She should have been acclaimed as our friend and given some award.

If the deaf feel that my receiving the Teacher of the Year award was highly important, then Dr. Brill should be recognized and given credit for that.

Large organizations do make annual awards. The NAD is in a good position to do so. We do have the "Knights of the Flying Fingers" but this is not the same as selecting one or more persons a year and **publicizing** our selection through the press and other news media. (Note: We also have a Distinguished Service Award given once every two years.) We should let the world know how we feel—the type of person we appreciate, the one who has empathy, etc.

From **Richard Seltzer** of New York City comes the following letter: "I enjoy reading your fine magazine. It projects an image of dignity which is manifested by the interesting articles. An intriguing aspect is the combined relationship with the deaf and hard of hearing worlds. You assume the responsibility of focusing these two elements as if they were one dimension of the same life we present to the hearing world.

I am a P.S. 47 graduate and at the present time am attending the Yeshiva School for Social Work so that I may fulfill a desire which is in great need, a social worker among the deaf community.

I am hard of hearing (birth) and it is my belief that the deaf and hard of hearing are in the same frustrating but aspiring boat.

Frederick C. Schreiber, Executive Secy.

To me it appears on the surface that the NAD participates in areas which the "hearing world" offers **no resistance or obstacles**. Social activities, special phones and other functions manifest this tendency.

Is this real, constructive progress or are we doing the best we can under the present circumstances? What is our role and can we assume responsibility for actions?

I am currently engaged with the Federal Treasury Department in a potential legal suit over the biased hearing aid law which results in a 3% deduction rather than a full deduction as other expenses necessary for your job. My only hope is to change a segregated bias attitude and to cause the Treasury Department to realize this problem in a true light. As a leader of the deaf—hard of hearing community, you can obviously see the advantage as well as my reason for concern.

Well, Mr. Seltzer I too feel we need to take up more constructive programs for implementation. This is one reason for my appeals to our readers to help out. Yes, your intentions seem to be on the right road; however, I am wondering if you have thought of enlisting the services of the Empire State Association of the Deaf and the National Association of the Deaf in your efforts to obtain favorable consideration. I am sure our legislation chairman, Robert Horgen, 312 Woodland Circle, Madison, Wis. 53704, would be interested.

It was a pleasure to hear from these people and if more of our members would start writing and express their views we could well be on the road to bridging that "communication gap" so prevalent between the local, state and national levels.

—Robert O. Lankenau.



HOME OFFICE NOTES

By Frederick C. Schreiber

The arrival of the March issue of THE DEAF AMERICAN brings to mind the fact that these notes are overdue.

Looking over the previous month's report we find a lot of water has gone under the bridge in the last month.

As noted in the March notes, the Home Office had been broken into over the Washington's Birthday weekend. More recently the office was broken into again and this time the thieves made off with three typewriters—all the Selectric models as well as our checkwriting machine.

NATIONAL ASSOCIATION of the DEAF

This was a serious loss—which was not covered by insurance—and as a consequence we have had to purchase additional machines and to take out theft insurance since the building apparently has none. Altogether the loss will amount to over \$1,500.

The theft also points up the need for our own office building. Our present location is in an office-apartment complex which makes policing of the offices difficult since people come and go in the building at all hours of the day and night.

There has been no further progress regarding our proposed building but we are hopeful that we will have something definite to report in the May issue. According to our realtors, the prospects continue to "look good" and nothing has appeared on the horizon to mar the picture insofar as we are aware.

MEETINGS—February 26 and 27 saw the NAD meeting with Media Services and Captioned Films for the Deaf to explore the possibility of acquiring additional media for the NAD's Communicative Skills Program. Attending this meeting were the Executive Secretary, Communicative Skills Director Terrence O'Rourke and RID Director Albert T. Pimentel for the NAD while CFD was represented by Acting Chief Gilbert Delgado, Adult Education Specialist Edward C. Carney, Materials Acquisition Specialist Malcolm Norwood and Dick Simpson. Also in attendance were Dr. Frank Withrow and Dr. William Stokoe, as well as Harold Domich of Gallaudet College; Hy Hoffman, Behavioral Research Laboratories; Gilbert Altschul, Altschul Productions, Inc.; and Edna Adler of Rehabilitation Services Administration.

March 6 saw the NAD's Advisory Committee on the Temporal Bone Banks meet at Gallaudet College. Members of this committee include: Frederick Schreiber, Executive Secretary, NAD; Mrs. Colette Ramsey, chairman of the Board of Deafness Research Foundation; Dr. Jerry Northern, assistant director of audiology at Walter Reed Hospital; Dr. William Hemenway of the University of Colorado Medical Center; Dr. George Nager of Johns Hopkins University Hospital; Frederick Gutter from National Institutes of Health; Dr. Clifford Lawrence of the American Speech and Hearing Association; Dr. John Gough, retired head of Captioned Films; Dr. David Resnick, American Speech and Hearing Association; and Mervin Garretson, executive director of the Council of Organizations Serving the Deaf. The meeting was held to see if some of the problems facing the TBB pledge program could not be worked out and to determine what role the NAD has, if any, in this vital program.

As a result of the meeting, it was decided that the NAD should contact the regional directors of the TBB centers and outline the ideas and the services our asso-

NAD Law Committee Invites Suggestions

The NAD Law Committee is now organized and ready for suggestions from members, both Cooperating State Association members and individuals. The Las Vegas convention authorized the Law Committee to hold a two-day meeting in conjunction with the next meeting of the Executive Board of the National Association of the Deaf for a thorough study and revision of the bylaws. This meeting is expected to be held late this year and to be able to get everything in order by that time the Law Committee needs to know the desire of members as to proposed changes in the bylaws early so that as much as possible of the drafting can be done before the committee meets.

The Law Committee hopes to have these revisions ready for publication early next year so that members can discuss them and decide as to their merits before the Minneapolis convention in 1970 and perhaps give their Representatives instructions. This the Law Committee cannot do without cooperation of members, so please send suggestions in early to the chairman.

Members of the Law Committee:

Gordon L. Allen, Chairman, 2223 19th Avenue N. E., Minneapolis, Minn. 55418.

Jess M. Smith, 5125 Radnor Road, Indianapolis, Ind. 46226.

Leo M. Jacobs, 1021 Leo Way, Oakland, Calif. 94611.

Mervin D. Garretson, 3509 Kayson Street, Silver Spring, Md. 20906.

Frank Turk, Box 1010, Gallaudet College, Washington, D.C. 20002.

Jack C. Lamberton, Box 626, Gallaudet College, Washington, D.C. 20002.

ciation could provide in helping this program along. Dr. Northern, a member of the NAD's research and development committee, has been assigned the task of presenting our proposal to the TBB centers in New Orleans on March 26.

Further activity by the NAD on this project will depend on the outcome of this meeting although we will continue to distribute "Silent World, Muffled World" under contract with the Office of Education until August 1969.

The demand for this film, incidentally, has been surprisingly good, and it has done a great deal toward increasing the understanding of deafness and the problems of the deaf.

March 31 also is the date scheduled for termination of our grant on the International Research Seminar on the Vocational Rehabilitation of Deaf Persons. The Home Office has requested that this grant be extended until December 31, 1969, for the purpose of printing and distributing the proceedings of this meeting. We have

also asked for a supplemental grant in the amount of \$15,000 to cover cost of printing and distribution of the volume, the manuscript for which runs to well over 800 typewritten pages. The finished book will come to roughly 300 printed pages and will be available without charge if our application is approved.

The subject of printing also brings to light the fact that our supply of **Dictionaries of Idioms for the Deaf** is about exhausted. Of the 1600 copies we acquired from the American School for the Deaf last year, only 200 remain.

It is the intention of the NAD to have the book reprinted but, due to the problems of the storage space, it seems desirable to seek advance orders for the book so as to minimize storage problems. Accordingly, letters have been sent to every school and day class for the deaf inquiring into their interest in this book and seeking advance orders. If you have not yet ordered yours, you had better do it now as 200 copies will not last long. The Communicative Skills program has also brought in an increased interest in books on the language of signs and we have disposed of almost 1000 copies of Fant's **Say It With Hands** as well as a large number of other volumes including Watson's and Riekehof's books. All of which, however, has complicated our storage problems. In addition we have a large supply of alphabet charts made from Watson's original pocket alphabet cards. These charts are suitable for hanging on the wall and will be available to our members as soon as costs have been determined.

March 7 and 8 saw the NAD's Public Relations Committee meeting in the Home Office. Here for the occasion were President Robert O. Lankenau, First Vice President Jess M. Smith, Public Relations Chairman Robert Sampson, Robert Swain, Jr., as well as local committee members Betty Broecker and John Schroedel. The Executive Secretary also took part in this meeting and it is expected that as a result of it there will be a revival of NAD public relations in the near future.

SPEAKING OF PUBLIC RELATIONS—have you written to ABC-TV expressing your appreciation of Nanette Fabray show on March 20? This was the "What's It All About World?" program in which she appeared with Herbert Larson's children signing "The Impossible Dream." If you saw this program, be sure to write to ABC-TV and let them know how you liked it. It is not too late even now to do this. Remember, if you want more programs of this kind, you have to do your share. Write to the Program Director, ABC-TV, 1330 Avenue of Americas, New York, N.Y. 10019.

THE



Junior National Association of the Deaf

PROMOTING THE TOMORROW OF ALL THE DEAF
BY WORKING WITH THE DEAF YOUTH OF TODAY

Community Groups Take Part In JRNAD Camping Experiment

In February, officials of the Junior NAD were present in Stroudsburg, Pa., to meet with community representatives at the Monroe County YMCA to outline the organization's summer camp program. In addition to the Junior NAD officials, Frank Turk, national director, and Gary Olsen, project specialist, those in attendance included the town's mayor, press representatives and a handful of school superintendents and leaders of some of the national organizations of the deaf. Town representatives were highly impressed with the camp program as outlined and promised their full support. Another meeting for the camp project was held March 7.

The following is excerpted from the editorial page of the **Pocono Record**:

First In Country

A new concept in the treatment and assistance of deaf children, a summer camp program, will take place right here in Monroe County next summer.

The plan is so new that there is no other place in the United States featuring the program. It will be refreshing to those deaf children visiting our area and equally refreshing to people of this area, who can see these unfortunate youngsters battle against their affliction.

Campers from all over the United States will attend the summer session from July 27 through August 23 at Pine Lake Lodge, near Stormsville.

The campers, expected to number approximately 64, will attend the camp

under the direction of the Junior National Association of the Deaf, which has an ultimate goal to safeguard and promote independent living and self-determinism of all deaf people in the United States.

If the program at Pine Lake Lodge is successful, and there is every reason to believe that it will be, it will be used as a national and possibly international model.

Area churches, industry, recreation and business is being asked to provide an assistance to the program by arranging worship services, tours, recreation and visits to area establishments.

Those promoting the program are almost entirely afflicted with a hearing difficulty or speech impediment. But, each is also a college graduate, successful in teaching or business and the owner of a driving passion to make certain that growing youngsters afflicted with the same handicap are given more chance to succeed than the directors of the program had in their youth.

We will all be richer for playing a role in the program and much poorer if we should miss this golden opportunity to assist someone less fortunate than ourselves.

Incidentally, deaf Bill Schyman, owner of Pine Lake Lodge and coach of Gallaudet's basketball team, is now busily erecting two extra cabins to accommodate the 64 boys and girls who will be invited to participate in the experimental camp program.

Spring-Summer Junior Deaf American Forthcoming

The West Virginia chapter is in the process of compiling the Spring 1969 edition of THE JUNIOR DEAF AMERICAN, with the Department of Health, Education, and Welfare as its theme. Last November several of the West Virginia Junior NADers made a special trip to Washington for a first-hand look at the imposing HEW building as well as to observe the functions of some of the branches dealing with the deaf and other handicapped. The group also had an opportunity to meet, among others, such personages as Miss Mary Switzer, Commissioner of Vocational Rehabilitation Administration; Mrs. Patria Forsythe, executive secretary, National Advisory Committee on Education of the Deaf; and Dr. Boyce R. Williams, Rehabilitation Services Administration. The spring JDA should be out in April.

The National Technical Institute for the Deaf has undertaken responsibility for publishing the summer 1969 JDA. Its theme will be the NTID from the deaf students' perspective. This issue will be composed, edited and printed by the deaf students of NTID in collaboration with the Rochester Institute of Technology's Public Relations Office. A mid-May deadline has been agreed on. It is anticipated that this issue will be of especial interest for the Junior NADers since it will offer a student's viewpoint of the nation's new and only other college for the deaf.

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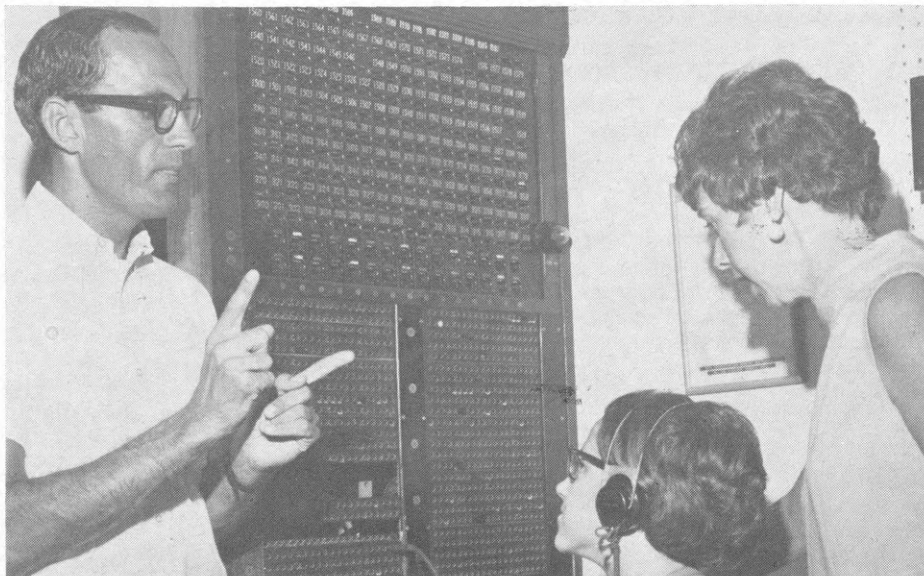
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Phoenix Has Summer Recreation Program For Hearing Impaired Teenagers



ARIZONA SUMMER PROGRAM—A tour of Mountain States Telephone Company was arranged during the 1968 summer program for hearing impaired children in Phoenix. At the left is Henry Kloppling interpreting for Cherie Carpenter (seated), a student at the Arizona School for the Deaf. Looking on is Mrs. Katen-smith, tour director for the telephone company.

By YITA HARRISON

During the summer of 1968 the hearing impaired children of Phoenix, Arizona, enjoyed a program never having been attempted before.

The mother of a 14-year-old deaf boy, Mrs. Josie Sanchez, had the same thoughts shared by many other parents of deaf children—"Why should a deaf teenager be different from a hearing one?" . . . "Does he crave good times like any other child?" . . . "Why should he sit between the refrigerator and television all summer long?"

Instead of sighing and letting those questions go unanswered, Josie, with the help of the Hearing Education and Rehabilitation Society (HEARS) and the City of Phoenix, a summer program was started for all hearing impaired children in the Valley of the Sun.

With Mrs. Sanchez as program director, an arts and crafts class, followed by swimming was offered by the Phoenix Parks and Recreation Department twice weekly.

With the assistance of Henry Kloppling, dean of boys at the Arizona School for the Deaf and Blind who served as interpreter, educational tours were made every Monday. The children visited an ice cream plant and a United States Air Force Base, learned how to make a blood test and the function of a hospital laundry room. Perhaps most impressive for those boys who are now learning the printing trade in school was the trip to the Republic and Gazette newspaper plant on one of the many tours taken.

Without the volunteer assistance of the Arizona National Air Guard, the tours would not have been remotely possible. The Guard provided a bus and driver for

the tours. Sgt. Don Huron, the bus driver, so enjoyed working with the deaf children that he exacted a promise to call on him for any future help needed.

Of course, none of these things could have been done without knowing what the teenagers themselves wanted to do. A strong request was for dances, so accordingly volunteer bands, made up of hearing teenagers from around the valley, supplied the music for the twice-monthly dances. Can the deaf dance? This was a question often asked. The happy smiles and wonderful rhythm of the "Rock and Roll" deaf teenagers was answer enough.

At the beginning of the summer, participants and volunteer workers were surrounded by hearing children who had never had contact with a deaf child before. Their curiosity was tremendous. The experience was new and confusing to them, but by the end of the second week all were playing together. However, confusion had turned to pity. The deaf children were allowed to win all games. Why was this? The reply was,

"Oh, we feel sorry for them because they are deaf." A discussion followed and the hearing children were made to realize that pity was not necessary. What followed was very amusing—the two groups began to accuse each other of cheating! Pity was a thing of the past.

Another treat for the children was captioned films shown by the Phoenix Association of the Deaf, Inc., twice monthly.

Throughout the entire summer, the program faced one obstacle—not enough parent participation, but the few who helped worked hard and loved every minute of it.

Summer came to an end, but this did not mean the end of the program, for ahead was Christmas. Meetings were held with the teenagers before they returned to school for the fall session and plans were made for a Christmas party and dance for December 28. At this dance, Santa made his appearance and was warmly greeted by the youngest deaf child attending, four-year-old Cindy Shurtz, daughter of Mr. and Mrs. Rue Shurtz, 7831 E. Loma Land Drive, Scottsdale. Her little fingers flew as she talked with Santa.

Highlight of the evening was the crowning of the king and queen chosen by popular vote by fellow students. Scott Duge and Vickie Graffius were crowned by Norman Rash, president of HEARS.

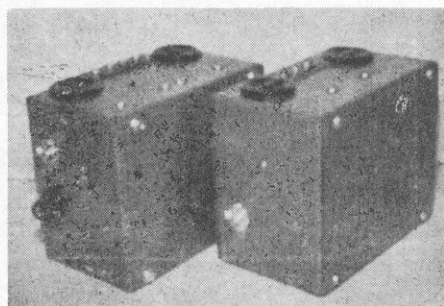
It was a fruitful year and all concerned learned a great deal. Plans are in the making for an Easter hayride and the 1969 summer program. Improvements are possible, and the need is apparent for a continuous program for deaf children, both in Arizona and elsewhere.

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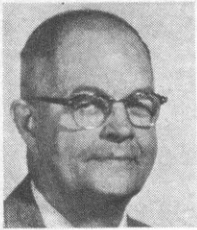


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Humor

AMONG THE DEAF

By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

In response to my inquiry (January DEAF AMERICAN) about other "Ripley Believe It or Not" items concerning the deaf, I received this letter and a copy of a Ripley drawing from the Rev. William M. Lange, Jr., Syracuse, N.Y., featuring the marriage by him of Lawrence Moody and Eva Hall, "both blind and deaf-mutes" in 1947.

Mr. Lange adds: The Moodys are still living in Binghamton, N. Y. Lawrence, who worked for IBM, in the blind workshop, is now retired. They live in their own home and get along very well.

For those interested in the teletypewriter, Mr. Lange says "You know the gadgets they have developed that, if held near a phone receiver, will jerk or flash a light at each sharp sound that comes over the line? They enable a deaf person to know when someone says 'Yes' (one sharp sound) or 'No' (two sharp sounds). They say that is progress, wonderful progress!!! Well, thirty (30) years ago I often would ring up my mother and father on the phone, and get answers in the same way, two sharp sounds for 'No', and one for 'Yes'. Only I did not have one of those expensive electronic gadgets. All I had was my finger, which I held in the hole of the receiver, and thus felt the diaphragm click at each sharp sound. You can't do that now . . . they have covered the end of the receiver so you can't feel the diaphragm, and you can't unscrew the end, either . . ."

Now, Mr. Lange, they have what they call the teletypewriter, an instrument hooked up to the telephone somewhat like they do at the telegraph office. You pound on a typewriter which automatically carries your message to the other end of your wire and writes it on the typewriter there. A special gadget (procured at a nominal cost) at each end of the line is necessary to make this work. (See the story in the March 1969 DEAF AMERICAN.)

After I sent to Jess my bit on the Ripley pieces (see the January issue) I stumbled on this item in the July 1939 Digest of the Deaf, adding one more to the Ripley collection:

Robert Ripley's Believe It or Not cartoons recently carried a drawing of our old friend Rush Johnigan of Coleman, Texas, as a member of the fire department although "deaf and dumb." It is true that he is a member of the fire department and that he is deaf, but that is not all. He has been deputy sheriff a few times and several times elected constable winning from several big hatted hearing opponents. Rush is advancing in years now but he still has that typical

West Texas nerve and determination.
—Exchange

From the ubiquitous 5Fs, postmark on envelope unclear:

WRONG HEARING

At a recent Social Security hearing examiners conference an unfamiliar face was spotted at one of the sessions. Bob Ague, deputy director of hearings and appeals, asked someone to find out what the stranger wanted.

The man beamed when asked, jumped up and launched into a sales pitch. "I understand you fellows are hearing examiners," he said, "I happen to sell one of the best hearing aids in the industry." The Social Security employee politely explained that they were more interested in another kind of hearing, and suggested

he try another agency.—Washington Post

* * *

Howard Lloyd, visiting in Riverside, tells of Dr. David Peikoff going to a place of employment in quest of a job for a deaf person (like he was wont to do at times for others).

An employer, seeing him write on a pad, and thinking he was a run-of-the-mill kind, opened a drawer and taking out a quarter, offered it to David.

David, flushing red to the face at this, told the man in no uncertain terms that not all deaf were beggars.

* * *

Allan F. Bubeck, Jr., noting my column deviation from its usual topics on humor (r overturned) and turn to other items of interest, sent me some pages torn from a February 1969 "Engineering Opportunities" magazine, containing Ed Rees' "Christopher Wren, The Man of a Century," England's great architect (who was also a great mathematician, astronomer, scientist), builder of England's great St. Paul's Cathedral, and numerous other great buildings.

In this article is mentioned Rev. William Holder, young Wren's teacher, who married the elder "Dr. Christopher Wren's



oldest daughter." (Father was also named Christopher.)

"Holder himself was a remarkable and versatile man. He had written anthems and chants, taught deaf-mutes to speak and wrote a learned treatise on the science of speech and several on mathematics."

Christopher Wren (the younger) "invented a sign language for the deaf and dumb . . ." (I'm quoting from Mr. Rees, author of this article.)

* * *

Gene Guire says she sometimes has laryngitis in her fingers.

* * *

Los Angeles Times' **West** magazine recently carried an article by Arelo Sederburg and John F. Lawrence on Howard Hughes, a many-faceted multimillionaire-industrialist, a recluse to all but a few close intimates. That he was becoming deaf, is taken from this article:

. . . Hughes left Los Angeles in a couple of private rail cars during the 1966 airline strike. He traveled to Boston for an ear operation, hoping to cure his deafness.

. . . Later in court, hard-of-hearing Hughes had special earphones and there were amplifying microphones on the judge's bench and the counsel table.

* * *

In Japan deaf people cannot be allowed to drive any motor vehicle just because they are not punishable. For whatever crime they commit the deaf and any other physically handicapped person cannot be held responsible.—OAD News

* * *

This came in a letter from my Lucille's sister, Mrs. Elsie Fischer of Milwaukee, who had it from her young grandson Mike:

One day at a carnival show, an entertainer exhibited a frog that could jump very high. He said, "Jump, Frog, jump!" It jumped very high and on landing broke a leg. The man cut the leg off. Now the frog had three legs.

Then the man tried again: "Jump, Frog, jump."

It jumped so high that in its disabled condition it broke another leg. This leg was cut off too.

So on to two legs; then one; then none at all.

Now the entertainer said, "Jump, Frog, jump." No response. "Jump, Frog, jump," the man shouted. No movement.

The man looked at the audience and said, "I always knew that frog was deaf."

* * *

This from 5Fs, with the comment that "Sign language sure comes in handy!"

James Fenimore Cooper, traveling through Switzerland in 1828, had the usual tourist trouble. His journal for Aug. 29 had this entry: "Could not make ourselves understood, and was obliged to crow like a cock in order to ask for chicken and cluck like a hen for eggs."—The National Observer Scrapbook.

* * *

5Fs, postmarked Joplin, Mo., sent a picture from **Time** magazine, with caption that is self-explanatory:

The North Koreans are having a hard time proving to the world that the captive crewmen of the U.S.S. Pueblo are a contrite and cooperative lot. Last week Pyongyang flacks tried again—and lost to the U.S. Navy. In this class-reunion picture, three of the crewmen have managed to use the medium for a message, furtively getting off the U.S. hand signal of obscene derisiveness and contempt. (The three crewmen in the picture each had the middle finger of a hand sticking out.) (**Time** dated October 18, 1968.)

* * *

Mrs. Carol E. Sponable, Denver, sent in a clipping taken from the Sunday Empire of the Denver Post:

TRYING TO LIP-READ BENJIE

By John Buchanan

Benjie, our Bedlington terrier, walked up to me the other evening as I sat in a recliner chair in front of the fireplace,

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stared at me intently, then slowly but unmistakably began to form words with his lips. I about jumped out of my hide.

Animals don't talk to me. I know they converse with many newspaper reporters, who are always quoting them extensively in stories. But up to now, only a parrot or two and an El Paso mynah bird have actually spoken to me.

Naturally, then, I was first alarmed and then intrigued when Benjie stood there in front of me so earnestly trying to speak.

Dave Collier's story about the talking bear flashed through my mind. Dave was a salty old yarn-spinner I knew back in Iowa. He told me that one time he was walking through the woods up in Minnesota when he heard someone hollering for help. "First I thought they were hollering 'Hello,'" he said, "and then it came out clear: 'Help!'"

Dave said when he tracked down the hollering, it came from a bear which was in a desperate plight. The bear had climbed a small tree. When he got toward the top, the tree began to lean over, and the bear couldn't go forward for fear of breaking off the tree, and he couldn't seem to crawl backward. And that's why he had hollered "Help!"

"But bears can't talk," I said.

"This one had to," Dave said.

So, perhaps, Benjie was standing in front of me with some overpowering need to talk. At least he kept trying. He wasn't using his voice at all. Just his lips. And he was trying to form the same word. The closest I could come to it was that

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he was saying "Sneeth."

"Doris," I said, "Benjie is trying to talk."

"He acted funny when I gave him a bone a few minutes ago," she said.

Bone. Proceeding on a hunch, I ran my finger along Benjie's gum lines and fished out a small piece of bone which remained lodged securely even when he said "Sneeth." It should have all been clear to me a bit sooner. I remembered how he had almost turned his mouth inside out a few months ago when a small chunk of ham bone became wedged into a gap where there had once been an infected molar.

And so, as far as this reporter is concerned, most animals still don't talk, although they communicate their thoughts to you very well indeed if you study their actions. I think it's just as well they remain mute. There is an old Maine epigram which I'll go along with. It states that one should talk only when talking improves on silence. And that isn't often.

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From A Parent's Point Of View

Mary Jane Rhodes, Conductor

I have a story to tell and if I can find the right words, my story should cheer the hearts of parents of deaf children, encourage the deaf adults of our country and inspire our deaf sons and daughters. My tale is one that should be repeated everywhere that we find deaf citizens, relatives of deaf people and friends of the deaf. What is this message that must be brought to the attention of all who come into contact with the handicap of deafness? It is simply this—THE DEAF ARE ON THE MOVE!

They are leaping forward to tackle the age old problems of the hearing handicapped. They are climbing mountains that they never before had the strength to scale. They are aiming at the stars—and finding that goals they thought were unattainable can be reached by dedicated and determined deaf people.

How do I know about all this activity? I have been there during some of the performances and have been advised about others. Who are leading this parade of progress? THE DEAF THEMSELVES, FRIEND, THE DEAF THEMSELVES! Where is this arena of action? All over the United States—from Washington, D.C., to Oregon—from Pennsylvania to Louisiana—from Indianapolis, Ind., to Santa Ana, Calif. How lucky I am, indeed, to

be able to see for myself some of the action of our deaf leaders.

I wish that all of you could have been present at the COSD Forum in New Orleans. This was undoubtedly one of the most exciting events ever staged in the world of the deaf. Attendance was much larger than anticipated, there was an abundance of enthusiasm and our deaf leaders were an inspiration to one and all. The next COSD Forum is scheduled to be held in Chicago in 1970. Why not plan now to be present and observe our deaf leaders in action at the next "COSD HAPPENING"?

We are all aware that communication methods used to educate the deaf have long been subjected to some sacred cow theories. You can't do this, you must not do that, wishing will make it so—give us time. There may be a period and place for the hands, but not yet and not here—give us time. Time to reap that we hope we have sowed, if our crop fails it shows that we needed—more time.

Well with great joy I can advise you that in Santa Ana, Calif., instead of asking for more time, they are using the time they have to produce the best possible product. With every tool available they are cultivating their crop of deaf

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children and the prospects call for a bountiful harvest. They are finding that the "Total Approach" promises to produce the cream of the crop, and so they are no longer satisfied with a little skimmed milk from the sacred cow. Who conceived of and administers this "Total Approach" program in Santa Ana? A DEAF TEACHER WHO WOULDN'T ACCEPT "YOU CAN'T" AS AN ANSWER.

Indianapolis, quite typical of other cities in our country, has very little to offer in the way of services to the deaf. Many of us have been aware of this problem for a long time, but we just hadn't got around to doing anything about it. But now it looks as though a social services agency will become a reality because an application for financial support has been submitted to a foundation. The chances of getting a grant are very promising, and perhaps by this time next year social services will become a reality for the deaf in the Indianapolis area. What organization was responsible for this interest in getting services for the deaf? IT WAS THE INDIANA ASSOCIATION FOR THE DEAF WHO SAID "WE SHOULD DO IT"—AND IT LOOKS AS IF THEY WILL SUCCEED!

A camp for teenagers isn't a new idea. Camps for deaf teenagers have been around for quite a while. But a camp to develop the leadership abilities of deaf teenagers—now that is an innovation! Just such a camp will become a reality

in the summer of 1969. Sixty-four youths from across the nation will spend four weeks learning to acknowledge their responsibilities, recognize their potential and develop their sense of direction and initiative. This camp to be held in the Stroudsburg, Pa., will most certainly be a source of inspiration to all who are privileged to participate. Some of the young deaf men and women attending the Youth Leadership Camp will, undoubtedly, become the deaf leaders in tomorrow's world. What group of inventive and farsighted individuals conceived of this Youth Leadership Camp? STAND UP JUNIOR NAD AND TAKE A BOW—YOUR DEDICATED AND DEVOTED ADULT LEADERS ARE SHOOTING FOR THE STARS!

Yes, the deaf are very definitely on the move. They are marching forward both as individuals and in groups to discover that when the determination to succeed is strong enough they will not fail. With each success comes added self-reliance. The first brave souls who ventured forth into the arena alone a few years ago are now being joined by others who have gained courage for the battle. Self-respect is being donned like a coat of armor, and ill-advised attempts to demean manual communication are being countered with the shield of "DEAF PRIDE."

As a hearing person who has been able to observe some of the action, I would like to say that it is a great performance.

I predict that this particular show will have a long run and that the audience will become more appreciative with each interpretation. You know "DEAF PRIDE" works two ways. The deaf have every reason to be proud of their own accomplishments—but the kind that makes me stand up and applaud, is the "DEAF PRIDE" that warms my heart when I realize THAT THIS IS MY SON'S WORLD, THESE ARE MY SON'S PEOPLE.

("Deaf Pride" pins and sweat shirts can be purchased from the Junior NAD Chapter of the Indiana School for the Deaf.)



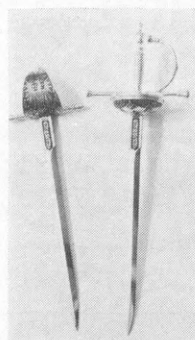
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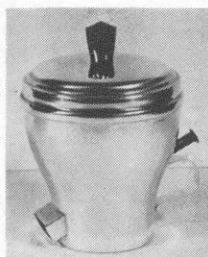
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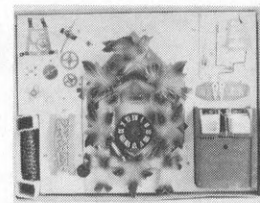
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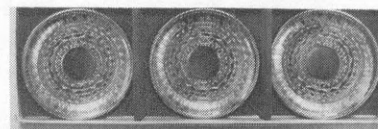
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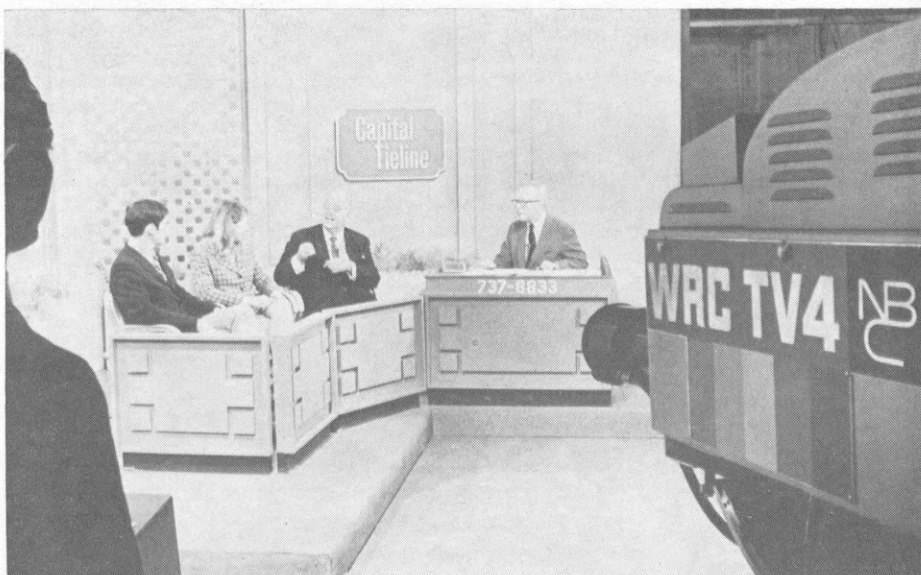
At Gallaudet College

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* Dr. Powrie V. Doctor, professor of government at Gallaudet, and two students from the college appeared recently on WRC-TV's **Capital Tieline**, a Washington area interview program that is televised daily, Monday through Friday. Moderator of the program is Mac McGarry. The two students who appeared with Dr. Doctor on the show were Mrs. Jeanette Pleskatchek Scheppach, a senior and a graduate of the Wisconsin School for the Deaf, and Joseph M. Benedetto, a junior and graduate of St. Aloysius High School in New Orleans, La.

* The Gallaudet College Theatre will present as its main spring production a three-day run of Karel Capek's **R.U.R.**, a fantasy melodrama in three acts and an epilogue. The performances will be held on April 10, 11 and 12 at 8 p.m. in the college auditorium. **R.U.R.** is the name of the factory that manufactures Rossum's Universal Robots. The play is concerned with the humanization of robots, and what happens when a world revolt of robots takes place.

* The unveiling of the Pietro Lazzari statue of Edward Miner Gallaudet, first president and a founder of Gallaudet College, will be held the afternoon of April 11. The unveiling will follow dedication



CAPITAL TIELINE INTERVIEW—A recent television program in Washington, D. C., featured (left to right) Gallaudet College students Joseph Benedetto and Jeanette Scheppach, Dr. Powrie V. Doctor and Mac McGarry, program moderator.

ceremonies in the college auditorium. Descendants of the Gallaudet family will unveil the statue before an audience that will include alumni, board members, friends, faculty-staff, students and distinguished guests. Pietro Lazzari's daughter, Nina Maria, is a 1967 graduate of Gallaudet. She is now a teacher of art at the Nebraska School for the Deaf in Omaha. With the installation of the statue it is believed that Gallaudet College will be the first college in this country with statues of both father and son on its campus.

* Dr. Paul Ausborn Miller, distinguished professor of education and director of university planning at the University of North Carolina at Charlotte and professor of adult education at the North Carolina State University at Raleigh, has been elected to the board of directors of Gallaudet. There are now 17 members on the board, and the number will be increased eventually to a total of 21.

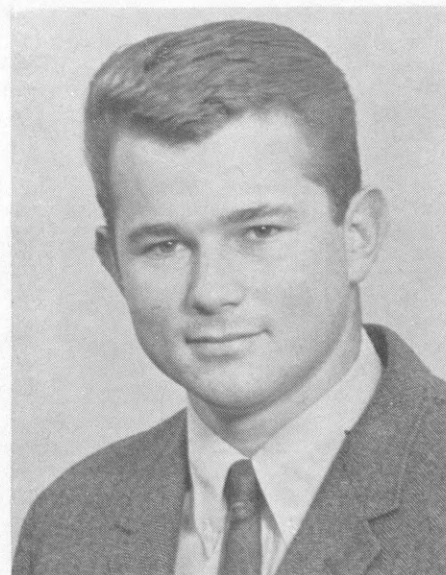
* The Gallaudet Preschool, established at the college in 1959, has 43 children with impaired hearing enrolled who come from the Washington, D.C., area. Children vary in age from birth to five years, and parent education plays a vital role in carrying out the program. Miss Susanna Baltzer is the new director of the Preschool. She comes to Gallaudet College from the San Francisco Hearing and Speech Center.

* Jack Lamberton of Los Angeles, Calif., was recently elected president of the Student Body Government of the college. Vice president-elect is James Melby of Greenbush, Minn. Both will be seniors next fall. Mr. Lamberton is a graduate of the California School for the Deaf at

Riverside, and Mr. Melby is a graduate of the Minnesota School for the Deaf at Faribault.



NEW BOARD MEMBER—Dr. Paul A. Miller of the University of North Carolina and North Carolina State University, is the newest member of the Gallaudet College Board of Directors.



STUDENT BODY HEAD—Jack Lamberton of Los Angeles, Calif., and a graduate of the California School for the Deaf, Riverside, was recently elected president of the Student Body Government at Gallaudet College.

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Los Angeles Wins Again In AAAD Nationals

Los Angeles Club of the Deaf won its fourth straight American Athletic Association of the Deaf basketball title in the 25th anniversary national tournament held in Akron March 27-29. LCAD's victim in the final game was New York City's Union League, 93-82.

Houston took third place by downing Oakland, 77-75. Minnepaul beat Washington, D. C., 80-75, for fifth place honors. Akron finished seventh, ahead of Indianapolis.

The all-star team: Leon Grant, Los Angeles; Bob O'Donnell, Oakland; Don Maynard, Washington, D. C.; Jerry Moore, Los Angeles; Paul Kaessler, Union League. Second team honors went to Ralph Fuechtmann, Minnepaul; Jack Antel, Union League; Ronald Emerson, Houston; Leroy Bookman, Los Angeles; Ronald Johnson, Minnepaul; John Kaleta, Washington, D. C.; Jerry Studer, Akron.

Grant was voted the most valuable player award. Minnepaul won the team sportsmanship trophy, with Studer taking the individual sportsmanship award. Lou Dyer of Los Angeles was voted coach of the year. Tony Panella was chosen to coach the USA basketball team in the Yugo '69 Games. Don Purdum is alternate.

Harry L. Baynes of Talledega, Ala., is the new AAAD president. George Elliott was elected vice president; Herbert Schreiber, secretary-treasurer; and Dick Caswell, publicity director.



Stalling Along...

By STAHL BUTLER, Executive Director
Michigan Association for Better Hearing and Speech
724 Abbott Road, East Lansing, Michigan 48823

More deaf adults are on the way. Due to the 1964 epidemic of German measles, which caused deafness and other handicaps to unborn children, the city of Detroit has enrolled twice as many deaf three-year-olds as formerly, and a neighboring county is reported as doubling its facilities for the deaf and hard of hearing.

The above children are sometimes called "rubella babies." Not only the sense of hearing is crippled—blindness, brain injury and deformities result from women having this mild diseased condition during the first three months of pregnancy.

* * *

I was pleased to hear of an honor that came to an old friend of mine. Jack Craven was on Kendall Green when I was there 40 years ago. Jack was honored by the Moose Lodge of Tucson, Ariz., for his community work.

* * *

I have just heard that there has been introduced in the Michigan legislature a bill that would deprive all handicapped employees of the protection of workmen's compensation. Under this proposal, handicapped people would have to sign waivers when they were employed.

* * *

A protege of mine is employed in a bar and works late at night. He is a bouncer. He has nothing to do until someone tells him to put somebody out. I was trying to get him another job when vocational rehabilitation came through and sent him out on a job. Now I have to discourage his moonlighting.

* * *

Michigan deaf people have a resource that is available in few communities. That is a life insurance facility in the name of Frank W. Dunham who represents the Equitable Life Assurance Soci-

ety of the United States. Life insurance is pretty complicated but Frank can make it very simple by explanations in the language of signs.

* * *

One of my associates states that in one of the midwestern states, to be a school bus driver a boy had to be fifteen, but to drive loads of pigs he had to be seventeen.

* * *

When I followed up on a telephone call, I was asked if I was talking from "Better Garden and Speech."

The DEAF American
"The National Magazine
For All The Deaf"
\$4.00 PER YEAR

Church Directory

Assemblies of God

CALVARY CHAPEL OF THE DEAF
(Assemblies of God Deaf Missions)
571 Westminster Avenue, Elizabeth, N. J.
Sundays—10:00 a.m., 11:00 a.m.; Fri.—8:00 p.m.
Reverend Croft M. Pentz, Pastor
Phone 201-355-9568

Television Church for the Deaf...
THE EVANGEL HOUR
Channel 11, WPIX-TV, New York City
Each Sunday at 8:00 a.m.
Program interpreted by
The Reverend Croft M. Pentz

GLAD TIDINGS TABERNACLE
(Assemblies of God Deaf Missions)
325 West 33rd St., New York, N. Y.
Sundays—3:15 p.m.
Reverend Croft M. Pentz, Pastor
Phone 201-355-9568

SOUTHERN OAKS ASSEMBLY OF GOD CHURCH OF THE DEAF

6440 S. Santa Fe, Oklahoma City, Okla.
Sunday—9:45 a.m., 11:00 a.m., 7:00 p.m.
Wednesday—1:30 p.m., 7:30 p.m.
Rev. Elmo Pierce, pastor

Baptist

WEALTHY STREET BAPTIST CHURCH FOR THE DEAF

811 Wealthy St., S.E., Grand Rapids, Mich.
49505
Sun. Services: 9:45 a.m.; 11:00 a.m.; 7:00 p.m.
Christian Captioned Films for the Deaf
Christian Literature for the Deaf
Baptist Bible Institute for the Deaf
Rev. Jim Sloan, Minister—616-456-8506
You'll Come and Visit Us

A warm welcome for the deaf...
At FIRST SOUTHERN BAPTIST CHURCH
5640 Orange Avenue, Long Beach, Calif.
Interpretation for the deaf at all services:
Sunday, Bible study—9:30 a.m.; worship 11 a.m.
& 7 p.m. and Wednesdays, 7:30 p.m.
Sign Language Class, Sundays, 5:00 p.m.

When in Southern Illinois...

FIRST BAPTIST CHURCH

112 N. Monroe, Marion, Illinois
Sunday School weekly at 9:30 a.m.
Worship services interpreted
Fourth Sunday of Each Month

Worship and serve with us at

FIRST BAPTIST CHURCH 500 West Main Avenue Knoxville, Tennessee

Sunday: Sunday School 9:30 a.m.; Morning
worship 11:00 a.m.; Training Union 5:50 p.m.;
Evening worship 7:00 p.m.

A Full Church Program for the Deaf
Rev. W. E. Davis, Minister

In Riverside California...

MAGNOLIA AVENUE BAPTIST CHURCH 8351 Magnolia Avenue Riverside, California

Sunday School, 9:30 a.m.; Morning Worship,
10:50 a.m.; Training Union, 5:45 p.m.;
Evening Worship, 7:00 p.m.
Wednesday: Midweek Services, 7:00 p.m.
Interpreters for all ages for all church
activities.

Dr. Walter A. Pegg, Minister, 689-5700

Interpreters present at every service...

MANSFIELD BAPTIST TEMPLE

Expressway (Route 30) at Ashland Road
Mansfield, Ohio
Sunday—10:00 a.m., 11:00 a.m., 7:30 p.m.
Wednesday—7:45 p.m.

Rev. T. L. Leatherwood, Pastor
James Burton, Supt., Ministry to Deaf

When near Dayton, welcome to...

GRACE BAPTIST CHURCH (SBC) 5965 Lorimer St., Dayton, Ohio 45427

Sunday School, 9:45 a.m.; morning worship,
10:45; T.U., 6:30; evening worship, 7:30; Wed.
prayer service, 7:30. Interpreters, Freeda and
Al Vollmer, J. Bowen, F. and G. Ford, Austin
Fugate. A full church program for the deaf.
Rev. Clyde Bowen, minister, 268-4095.

The deaf are welcome to...

EL CAMINO BAPTIST CHURCH
2809 El Camino Ave., Sacramento, Calif. 95821
Sunday School, 9:45 a.m.; Worship, 11 a.m.
(K. and J. Heuser, interpreters)
Marshall G. Mines, pastor

**TEMPLE BAPTIST BIBLE CLASS
FOR THE DEAF**

3008 W. Cortland Ave., Chicago, Ill.
Sunday services: 9:45-10:45, 11:00-12:00
Wednesday—7:30 p.m.
Socials on fourth Saturday of the month
Mrs. Alma Ullrich, teacher

Church of the Brethren

**ROANOKE DEAF BRETHREN
CENTRAL CHURCH OF THE BRETHREN**
416 Church Avenue S.W., Roanoke, Virginia
Services: 11:00 a.m. every Sunday.
Prayer Meetings: As announced.
All are welcome regardless of faith.

Catholic

For information regarding Catholic services in Brooklyn and Queens area of New York City and information for the International Catholic Deaf Association, write Rev. Thomas F. Cribbin, 118 Prospect Park West, Brooklyn, New York 11215 or phone Area code 212-768-9756.

When in Illinois . . .

ST. MARY'S CHURCH

Minooka, Ill. Welcomes You!

Meetings of the deaf every 4th Sunday 2 p.m.,
regular Sunday Masses 7:00, 8:30, 10:30
"When you travel . . . Ask us!"

Church of Christ

WESTERN HEIGHTS CHURCH OF CHRIST

1912 N. Winnetka
Dallas, Texas 75208
Sunday—9:45 a.m.
Ralph D. Churchill, 941-4660

Episcopal

When in Denver, welcome to

**ALL SOULS MISSION FOR THE DEAF—
ST. MARK'S EPISCOPAL**

1160 Lincoln St., Denver, Colorado
Tel. 534-8678

Open every Sunday at 11 a.m.
All Souls Guild meetings second Friday
night, 7:30 p.m.
All Souls Guild socials fourth Friday
night, 7:30 p.m.
Rev. Edward Gray

The oldest church for the deaf
in the United States

**ST. ANN'S CHURCH FOR THE DEAF
Episcopal**

426 West End Ave. near 80th St.
Services 11:30 a.m. every Sunday
The Rev. Eric J. Whiting, Vicar
Mail Address: 251 W. 80th St.
New York, N. Y. 10024

When in Birmingham, Alabama, you are
invited to worship with us at

**ST. JOHN'S EPISCOPAL CHURCH
FOR THE DEAF**

110 North 2nd Avenue
Each Sunday at 11:00 a.m.
The Rev. Dr. Robert C. Fletcher, L.H.D.
Minister
Free captioned movie, 8 p.m., first Saturday

When in Mobile, Alabama, or on way to
Florida stop and visit

**ST. MARK'S EPISCOPAL CHURCH
FOR THE DEAF**

St. Stephens Road and Craft Highway,
Toulinville
Services each Sunday at 10:30 a.m.
Rev. Robert C. Fletcher preaches every second
Sunday. Over the altar see the world's largest
oil painting of Jesus Christ healing the deaf
man. Framed oil painting is 7 feet by 8 feet.

**National Congress of
Jewish Deaf**

Alexander Fleischman, President
9102 Edmonston Court, Greenbelt, Md. 20770

Ben Estrin, Secretary-Treasurer
2305 Georgian Way, Wheaton, Md. 20902
* * *

Information re: local activities, write to
BOSTON H.A.D., c/o Mrs. H. Weiner
432 River Street, Mattapan, Mass. 02126

BROOKLYN H.S.D., c/o Louis Cohen
103-18 Liberty Avenue, Ozone Park, N.Y.
11417

CHICAGO H.A.D., c/o Mrs. Irene Ruskin
1634 W. North Shore Ave., Chicago, Illinois
60626

CLEVELAND H.A.D., c/o Leonard Reisman
1936 Janette Ave., Cleveland Heights, Ohio
44118

HILLEL CLUB OF GALLAUDET COLLEGE
Washington, D. C. 20002

LOS ANGELES H.A.D.,
c/o Mrs. Elaine Fromberg
1024 N. Stanley Ave., Los Angeles, Calif.
90046

BALTIMORE J.D.S.,
c/o Mrs. Betsy Blumenthal
5709 Greenspring Ave., Baltimore, Md.
21209

NEW YORK H.A.D., c/o Richard Myers
425 W. 205th Street, N.Y.C. 10034

TEMPLE BETH OR OF THE DEAF (N.Y.),
c/o Mrs. Alice Soll
195 Princeton Drive, River Edge, N.J. 07661

TEMPLE BETH SOLOMON OF THE DEAF,
c/o Mrs. Anna Verburg
1242 N. Edgement, Los Angeles, Calif.

PHILADELPHIA H.A.D.,
c/o Mrs. E. DelVecchio
7005 Calvert St., Philadelphia, Pa. 19149

Lutheran

When in Minneapolis, welcome to . . .

**BREAD OF LIFE LUTHERAN CHURCH
FOR THE DEAF**

2901 38th Avenue South,
Minneapolis, Minnesota 55406

Services 11:00 a.m. every Sunday
(10:00 a.m. during June, July and August)
The Rev. Lawrence T. Bunde, pastor

An invitation to visit . . .

CHRIST LUTHERAN CHURCH OF THE DEAF

5101 16th St. N.W.
WASHINGTON, D.C. 20011

Sunday worship—10:00 a.m.

Daniel H. Pokorny, BD, MSW, pastor
Ph. 322-2187

When in Miami, worship with us . . .

DEAF ZION LUTHERAN CHURCH

15000 N.W. 27 Avenue - Greater Miami, Fla.

WORSHIP, SUNDAY, 11 a.m.

Open Wed. Night, 7:30 p.m.

Walter L. Busby, pastor

Church 688-0312; Home 949-9712

"South Florida's only deaf congregation"

**HOLY CROSS LUTHERAN CHURCH
OF THE DEAF**

360 Morse Road, Columbus, Ohio

Services 10:45 a.m. every Sunday

The Rev. William A. Ludwig
792 Kevin Dr., Columbus, Ohio 43224

LUTHERAN CHURCH OF THE DEAF

31 West Beacon St., West Hartford, Conn.

Earl J. Thaler, pastor

Rae deRose, parish worker

Worship every Sunday—9:45 a.m.

Bible class every Tuesday—7:30 p.m.

**MEMORIAL LUTHERAN CHAPEL
FOR THE DEAF**

10th and Grove Streets, Oakland, Calif.

Sunday School: 9:00 a.m.

Worship Service: 10:00 a.m.

Bible Class: 11:15 a.m.

Clark R. Bailey, Pastor, 632-0845

**OUR SAVIOR EVANGELICAL LUTHERAN
CHURCH OF THE DEAF**

6861 Nevada Ave., Detroit, Mich. 48234

Church service every Sunday at 10:00 a.m.

The Rev. Norbert E. Borchardt, pastor
Need help? Phone LA 7-7023

A weekend in Chicago? It's your home!

Worship this Sunday at

**OUR SAVIOR LUTHERAN CHURCH
OF THE DEAF**

1400 N. Ridgeway Chicago 60651

Church services at 10:00 a.m.

Conducted in sign language and speech
Pastor Charles E. Jones, 227-2264

When in Los Angeles, welcome to . . .

**PILGRIM LUTHERAN CHURCH
FOR THE DEAF**

1233 South Vermont Ave. at Pico Blvd.
Los Angeles 90006

Le Roy Mason, pastor

Church service every Sunday at 11:00 a.m.
Bible class every Sunday at 10:00 a.m.

Sponsor of Pilgrim Senior Citizen

Housing Development Corp.
Pilgrim Tower: Chaplain Rev. A. T. Jonas

In North New Jersey meet friends at

**ST. MATTHEW'S LUTHERAN
CHURCH FOR THE DEAF**

510 Parker St. at Ballantine Pkwy.
Newark, N. J. 07104

(Bus #27 to B. Pkwy., 3 bl. West)

Sundays, 10 a.m.; Thursdays, 8 p.m.

Rev. C. Roland "G" Gerhold, pastor

Need help? Phone (201) 496-2260

**TRINITY LUTHERAN CHURCH
FOR THE DEAF**

2960 School Ave. at 2900 Kingsway
Vancouver 16, B. C., Canada

Services every Sunday, 11:00 a.m. & 7:30 p.m.
Sunday School & Bible Class every Sunday
10:00 a.m.

Wayne C. Bottlinger, pastor, 433-1763

Church office: 437-3912 or 939-1400

**TRINITY LUTHERAN CHURCH
OF THE DEAF**

409 Swissvale Ave., Pittsburgh, Pa. 15221

(Across the street near Western Penna
School for the Deaf)

Bible Class, 10 a.m. — Sunday Service, 11 a.m.
Frank Wagenknecht, pastor

Other Denominations

DEAF MISSIONARY CHURCH

3520 John Street (Between Texas and
Norvella Ave.) Norfolk, Va.

Pastor, John W. Stallings, Jr.

Sunday School, 9:30 a.m.

Worship Service, 10:30 a.m.

WYAH-TV (each Monday, 9 to 9:30 p.m.)
THE DEAF HEAR

Bible Study and Prayer—Wednesday 7:30 p.m.

When in Atlanta, Ga., welcome to

**CRUSSELLE-FREEMAN CHURCH
OF THE DEAF**

(Non-Denominational)

1304 Allene Avenue, S.W., Atlanta, Ga. 30310

Sunday School 9:45 a.m.—Service 11:00 a.m.

Rev. L. R. Divine, pastor

Free Captioned Movie, 7:00, third Friday

NATIVITY CHURCH FOR THE DEAF

Front & Montgomery Streets

Trenton, N. J. 08610

Worship service every Sunday, 11:00 a.m.
Sunday School and Bible Class for Deaf,
9:30 a.m.

Rev. Wm. C. Aiello, Pastor
Service signed and spoken — Come as
a family.

When in D.C., welcome to . . .

**THE UNITED CHURCH FOR THE DEAF
(Interdenominational)**

Chicago and N. Y. Ave., Takoma Park, Md.

Evangelical, Fundamental, Friendly

Sunday school, 10:00 a.m.

Worship service, 11:00 a.m.

Wednesday Bible Study, 8:00 p.m.

Friday Prayer Service, 8:00 p.m.

Rev. James H. Bryan, pastor

Deaf Masons

GOLDEN GATE LODGE NO. 2

Stated Communication on 3rd Friday
of each month, 8 p.m.

JOSEPH C. LACEY, Jr., Secretary
380—36th Way, Sacramento, Calif. 95816

CLUB DIRECTORY

Clubs wishing to advertise in this directory should write Alexander Fleischman, Advertising Manager, THE DEAF AMERICAN, 9102 Edmonston Road, Greenbelt, Maryland 20770 for yearly rates and other information. Changes in listing should also be sent to Mr. Fleischman.

AKRON CLUB OF THE DEAF, INC.
1467 E. Market St. Akron, Ohio 44305

"Crossroads of the Deaf"
Open daily: Mon., Wed., Thurs., 5 p.m.
Tues., Fri., 2 p.m.; Sat., Sun., Noon
"A Friendly Place to Congregate"

BEAUMONT CLUB OF THE DEAF
First Federal Savings and Loan Assn.
2002—11th, North of IH, 10 Freeway
Beaumont, Texas 77704

Open 4th Saturday of each month.
Information: P.O. Box 2891

When in Boston, Mass., welcome to ...
BOSTON DEAF CLUB, INC.
17-19 East St., Boston, Mass. 02111
(Opposite South Station)
Open Wednesday, Friday, Saturday eves
Sunday afternoons and evenings
Business meetings on 2nd Friday of month.
Maxine Burke, secretary

BROOKLYN ASSOCIATION OF THE DEAF, INC.
130 Flatbush Avenue, Brooklyn, N. Y.
(Opposite Long Island R. R. Station)
Club open Wed., Fri., Sat. and Sun.
Out of Town Visitors Welcome
First and third Saturdays, Bank Nites
Lee Forman, president
Ben Friedwald, secretary

When in Buffalo, welcome to ...
BUFFALO CLUB FOR THE DEAF, INC.
1664 Main St., Buffalo, N. Y. 14209
Open Fri., Sat., Sun. nights
William Heacock, secretary (1969)

When in Montreal, Canada, welcome to
CENTRE DES LOISIRS DES SOURDS DE MONTREAL INC.
(Montreal Recreation Centre for the Deaf)
Open Every Evening
44 West, Faillon St.
Montreal 12, P.Q. Canada
Gaston Giroux, president
Arthur Leblanc, secretary

CHICAGO CLUB OF THE DEAF
Room 204-206
538 South Wabash Ave., Chicago, Ill. 60605
Open Friday and Saturday evenings

When in MONTREAL visit
LA SOCIETE PROVINCIALE DES SOURDS DU QUEBEC
(Provincial Society of Deaf in Quebec)
2103 East Ste. Catherine
Corner Delorimier
Open daily till closing
Guy Hamel, president
A. Chicoine, secretary and manager

CHARLES THOMPSON MEMORIAL HALL
1824 Marshall Ave., St. Paul, Minn. 55104
Open Saturday and Sunday evenings
The Nation's Finest Social Club for the Deaf
Free to All—All Welcome

When in Detroit, come and visit ...
our new
DETROIT ASSOCIATION OF THE DEAF, INC.
1240 Third Blvd., Detroit, Michigan 48226

EAST BAY CLUB OF THE DEAF, INC.
645 West Grand Ave., Oakland, Calif. 94612
Open Fri. evenings and Sat.
and Sun. afternoons and evenings
Hubert J. Sellner, secretary

HEART OF AMERICA CLUB FOR THE DEAF
3840 Troost St., Kansas City, Mo. 64109
Open Saturdays and Holidays
Mrs. Thelma Dillenschneider, secy.

HEBREW ASSOCIATION OF THE DEAF and SISTERHOOD OF H. A. D.

344 East 14th St., New York City 10003
Open Wed. and 2nd Sun. - Business meetings, except July, August, September
H. A. D.
Emil Mulfeld, president
Richard Myers, secretary
Sisterhood of H. A. D.
Thelma Miller, president
Anna Werner, secretary

When in Houston, you are welcome to the

HOUSTON ASSOCIATION OF THE DEAF, INC.
606 Boundary St. Houston, Texas 77009
Open Friday and Saturday evenings

Welcome
GREATER CINCINNATI DEAF CLUB, INC.
25 W. Ogden Place
(Between 3rd St. & 4th St. and Vine St. and Race St.
Cincinnati, Ohio 45202
Open Friday and Saturday evenings and Sunday afternoon and evening

GREATER INDIANAPOLIS DEAF CLUB
210 E. Ohio St. Indianapolis, Ind. 46204
Open Wednesday, Friday and Saturday evenings
Sylvia Scharfenberger, secretary

LONG BEACH CLUB OF THE DEAF, INC.
835 Locust Street, Long Beach, Calif.
Home of the famous Bank Night

When in Jamaica, welcome to
LONG ISLAND CLUB OF THE DEAF, INC.
144-17 Jamaica Avenue, Jamaica, N. Y.
Open Friday and Saturday evenings
Dominic LoBrutto, secretary

Welcome to
MIAMI ASSOCIATION OF THE DEAF
301 Swallow Drive, Miami Springs, Fla.
Open 1st and 3rd Saturday of month
MID-HUDSON VALLEY SILENT CLUB
20 West Main St.,
Wappingers Falls, N.Y. 12590
Open 2nd and 4th Saturday evenings each month
Norman E. Long, president
David W. Black, secretary
36 Rhobella Dr., Poughkeepsie, N.Y. 12603

Now in Our 51st Year!
You're welcome at our new location
622 N. Broadway ... East of the river
MILWAUKEE SILENT CLUB, INC.
Founded 1918 Incorporated 1922
Open every Friday, Saturday and Sunday
Raymond P. Steger, secretary

When in Detroit,
Join us at our new clubhouse—
MOTOR CITY ASSOCIATION OF THE DEAF, INC.
14241 Fenkell Ave., Detroit, Michigan 48227
Open Fri., Sat., Sun. eves.

NORTH JERSEY SILENT CLUB, INC.
38 Park Ave. Paterson, N. J.
Open every Friday evening
Socials 4th Saturday of month.
Movies every Friday evening.
James Burke, secretary

OLATHE CLUB FOR THE DEAF
Frye Building, Box 302, Second Floor
100 North Chestnut Street
Olathe, Kansas
Open every evening
Charlotte Banks, secretary
P. O. Box 302 Olathe, Kansas

When in Philadelphia, welcome to
CENTRAL PHILADELPHIA SILENT CLUB, INC.
129 N. 13th St. Philadelphia, Pa. 19107
Socials—1st, 3rd, 5th Saturdays

PHOENIX ASSOCIATION OF THE DEAF
3100 East Roosevelt, Phoenix, Ariz.
2nd and 4th Saturday of each month

Address all mail to:
Yita Harrison
8336 E. Sells Drive
Scottsdale, Ariz. 85251

When in Pittsburgh, welcome to—
PITTSBURGH ASSOCIATION OF THE DEAF

1854 Forbes Ave. Pittsburgh, Pa.
Open Fri. night, Sat. afternoon & night, Sun. afternoon & night.
Paul B. Gum, Jr., secretary

When in Portland, welcome to
PORTLAND ASSOCIATION OF THE DEAF, INC.
1009 S. W. Yamhill Street
Portland, Oregon 97205
Open Fri. and Sat. evenings, 7 to 2:30 a.m.
George C. Scheler, secretary

PUGET SOUND ASSOCIATION OF THE DEAF
The greatest and oldest club of the deaf in the Pacific Northwest
Everyone heartily welcome—
Open Saturdays
8501 Wallingford Ave., N. Seattle, Wash. 98103

When in Rochester, welcome to
ROCHESTER RECREATION CLUB FOR THE DEAF, INC.
1275 & 1279 St. Paul St. Rochester, N.Y.
Open Fri., Sat. eves, Sun. afternoon and eve.
Russell Cooper, Secretary

When in Philadelphia, welcome to ...
SILENT ATHLETIC CLUB, INC.
4051 N. Broad St., Philadelphia, Pa. 19140
Open Wed. and Friday eves.
Sat. and Sun. afternoons and eves.
English title movies on Wed. eves.
Business meetings on 2nd Fridays of month
Harold Campbell, secretary

When in Chicago visit—
SOUTHTOWN CLUB OF THE DEAF
5832 S. Western Avenue
Chicago, Ill. 60636
Open Friday, Saturday and Sunday
Sam Franco, pres.
Charles Hanton vice pres.
Vera Langford, secy.
George Carlson, treas.

When in Waterbury, welcome to
WATERBURY SILENT CLUB, INC.
99 South Main Street, Waterbury, Conn.
Open Friday Evening, Business meeting—
Social on 2nd Saturday of month
Mario Leonardi, secretary

WESTCHESTER SILENT CLUB, INC
4 East 1st Street, Mount Vernon, N.Y. 10550
Open Friday Evenings.
Socials on Every 2nd & 4th Saturday

WICHITA ASSOCIATION OF THE DEAF, INC.
930½ West Douglas - I.O.O.F. Hall
Wichita, Kansas
Open 2nd and 4th Saturday evenings each month
Dorothy Ruge, secretary
901 Woodrow
Wichita, Kansas 67203

When in York, Pa., welcome to
THE YORK ASSOCIATION OF THE DEAF, INC.
208 N. George St. York, Pa. 17401
Open Wed., Fri., Sat. evenings
Socials on 2nd and 4th Saturdays of month
Business meeting on 2nd Friday of month
Henry P. Senft, Sr., secretary

UNION LEAGUE OF THE DEAF, INC.
2101-15 Broadway
New York, N. Y. 10023
Open noon to midnight
Thurs., Fri., Sat., Sun., holidays
Max J. Cohen, president
Hyman Lebow, secretary
Irving Feinstein, treasurer